

# Contents

## **M33 Handbook 2011 – 2012**

MA Psychodynamic Approaches to Working with Adolescents

### **London and Leeds**

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# Section One

## About Studying at the Tavistock and Portman NHS Foundation Trust and the Northern School of Child and Adolescent Psychotherapy

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## **Welcome**

I am delighted to welcome you and hope that you are enrolled on a course which fulfils your expectations and enlightens you.

Our training is outstanding; it also has a different character from many others. Your teachers, supervisors and lecturers are nearly all practising clinicians. Many of you will train in multidisciplinary programmes where you will meet people working in a range of services and a variety of roles. Some of you will be starting out on a training pathway towards qualifying in a new profession. Others will be enhancing and developing your professional skills in a programme which applies systemic or psychodynamic thinking as a new perspective on your task and role at work.

We teach around 900 students every year who are enrolled on one of our long programmes. Another 1100 participate in our flourishing and growing programme of continuing professional development opportunities for our graduates and others who want to 'taste' the 'Tavi' or the 'Portman' experience.

We wish you well on your course and we are always ready and interested to have your feedback, questions and comments. Your suggestions on how to make this handbook ever more useful are also very welcome, as are your questions and comments on any other aspect of your education and training experience with us.

Trudy Klauber

Dean of Postgraduate Studies

## Term Dates 2011-12

	<b>London</b>	<b>Leeds</b>
<b>Autumn Term</b>	<i>Tues 4 Oct – Tues 13 Dec 2011</i>	<i>Weds 5 Oct – Weds 14 Dec 2011</i>
<b>Reading Week</b>	<i>Tues 15 Nov 2011</i>	<i>Weds 16 Nov 2011</i>
<b>Spring Term</b>	<i>Tues 17 Jan 2012 – Tues 20 Mar 2012 (no reading week)</i>	<i>Weds 18 Jan 2012 – Weds 21 Mar 2012 (no reading week)</i>
<b>Summer Term</b>	<i>Tues 24 Apr – Tues 3 Jul 2012</i>	<i>Weds 25 Apr – Weds 4 Jul 2012</i>
<b>Reading Week</b>	<i>4- 8 June 2012</i>	

## Introduction to the Tavistock & Portman NHS Foundation Trust

The Tavistock & Portman NHS Foundation Trust is a leading NHS mental health postgraduate training organisation. More than 120 professional staff- psychiatrists, psychologists, child psychotherapists, family therapists, social workers and nurses provide training for 1,200 students each year. The training is rooted in the broad range of psychotherapeutic and consultative clinical services that we provide. Each year around 3000 patients are seen in the clinics, with an annual average of around 47,000 attendances.

The Tavistock and Portman NHS Foundation Trust is a centre of scholarship and research and many of the clinical trainees take higher degrees on the basis of their work at the Trust. The Trust is in partnership with several universities, The University of East London, Birkbeck College, Middlesex University and the University of Essex. There are also training courses outside of London accredited by the Trust, including Birmingham, Oxford, Leeds, Nottingham, Liverpool and Bristol as well as close links with centres including Italy, Zimbabwe, a new venture in South Africa and courses set up by alumni in Spain, Australia, France, Brazil and India. There are former trainees in all continents of the world. Each year the Trust puts on several major conferences related to our work, and also launches around half a dozen books by clinical and research staff.

The Tavistock Clinic was founded in 1920 and the Portman Clinic in 1933. The two clinics became the Tavistock and Portman NHS Trust in 1994.

## The University of East London

### ***Assuring the quality and standards of the award***

You are enrolled on a course of study leading to the award of a degree of the University of East London (UEL). As such, you are regarded as a student of the University of East London as well as of the Tavistock and Portman NHS Foundation Trust. Both institutions work together to ensure the quality and standards of the course on which you are registered. The final responsibility for all quality assurance, validation and standards' matters rests with UEL.

Some of the ways in which we ensure the quality and standards of the course include:

### **1 Approval of the course and institution at which you are studying**

Before the course started, the University, through an approval process, 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, where applicable
- 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.

## **2 Appointment of external examiners**

The standard of this course is monitored by two external examiner external to UEL, appointed by UEL. External examiners have two primary responsibilities:

- To ensure the standard of the course;
- To ensure that justice is done to all 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 standards;
- Ensuring that regulations are followed;
- Providing feedback to the University through an annual report that enables us to make improvements for the future.

## **3 Review and Enhancement Process.**

(This is a process devolved to the Trust, led by the Chair of the Trust's quality and enhancement committee and managed by the Trust's Head of Quality Assurance. It is reported to the University of East London in December of each year) This annual review includes the evaluation of and the development of an action plan based on:

- external examiner reports and accreditation reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback obtained via course committee and unit evaluation questionnaires.

## **4 Periodic reviews of the partnership and course.**

This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to students and speaks to staff before drawing its conclusions.

## **5 Award certificates**

Issuing award certificates to successful students on courses.

### **Students' Union and Student ID Cards**

As your course is validated by The University of East London you are eligible to join the library, student union and receive a student ID card. Student ID cards are produced at the University and given to students via their Tavistock course administrator. Students can expect their ID cards once all registration requirements are complete.

Also check out the university's website and find out about further benefits, facilities and services available to you:

University of East London: [www.uel.ac.uk](http://www.uel.ac.uk)

### **Circumstances in which student can access UEL directly**

You will find that for most issues that arise during the course of your studies academic and administrative staff at your location of study will be able to help, and further details are provided in this handbook. If however you have concerns that lie outside the remit of these staff you can contact the UEL link person [insert contact details] in the first instance who will be able to re-direct your enquiry as appropriate.

### **The School of Law and Social Sciences, University of East London**

The University of East London and the Tavistock and Portman NHS Foundation Trust have been formally linked as collaborative partners since 1990, and there exist strong teaching links between teaching staff employed in the university and the Trust in the areas of Psychoanalytic Studies, Social Work and Systemic and Narrative Research.

The School of Law and Social Sciences was formed in August 2011 when the School of Law and a part of the School of Humanities and Social Sciences were combined.

The new School spans a wide range of interdisciplinary programmes and research interests, drawing upon law, criminology and the social sciences including social policy to create a distinct and vibrant academic and intellectual Identity. The School has a commitment to critical, contemporary higher education from a cross-cultural and international perspective.

The new School has over 100 staff and 2,500 on-campus students. It has nearly 50 PhD students and houses four research centres. The School is based in two locations: the Law School at Duncan House, High Street, Stratford, London E15 2JB; and the Social Sciences division at Docklands Campus, 4-6 University Way, London E16 2RD.

Teaching and research links exist with the Tavistock Trust through the Family Therapy and Systemic Research Centre ([www.uel-ftsrc.org](http://www.uel-ftsrc.org)) and the Psychoanalytic Studies Research Grouping [www.uel.ac.uk/hss/research/psychoanalytic.htm](http://www.uel.ac.uk/hss/research/psychoanalytic.htm).

More information about the School of Law and Social Science – its teaching, research, production and other activities – can be found on the University of East London's website at [www.uel.ac.uk](http://www.uel.ac.uk). The website also contains information about the latest news and events in the School, including conferences and seminars.

### **The Tavistock and Portman NHS Foundation Trust Education and Training Directorate**

All programmes are administered and supported by the Education and Training Directorate. This includes the Dean's office, Course Administration, Registry, Finance, Quality Assurance and CPD and Events. You will find us on the second floor of the Tavistock Centre.

### **Moving Around the Tavistock Centre**

The Tavistock Centre is a working clinic and an education and training centre. Some rooms on all floors are likely to be in use for clinical sessions between 7.30am-9.30pm. Please remember, to speak quietly in corridors and lobbies and never talk about work outside teaching rooms, this is a matter of confidentiality and clinical governance.

### **Contacts at the Tavistock**

Trudy Klauber, Dean of Postgraduate Studies, has overall responsibility. If you have a grievance or complaint, you should however in the first instance contact your Organising Tutor and refer to the Trust Student Complaints Procedure ([www.tavi-port.org/qualityassurance](http://www.tavi-port.org/qualityassurance)).

Trudy Klauber  
Dean of Postgraduate Studies  
ext. 2262 tel. 020 8938 2262  
[tklauber@tavi-port.org](mailto:tklauber@tavi-port.org)

Loren Dunsford, PA to the Dean (Please contact for enquiries to the Dean)  
ext. 2662 tel. 020 8938 2662  
[ldunsford@tavi-port.org](mailto:ldunsford@tavi-port.org)

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Associate Dean  
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Matthew Doocey, Assistant Director of Education and Training  
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Louis Taussig, Head of Quality Assurance and Enhancement  
ext. 2583 tel. 020 8938 2583  
[ltaussig@tavi-port.org](mailto:ltaussig@tavi-port.org)

Joanna Daci, Training Finance and Registry Officer  
ext. 2214 tel. 020 8938 2214  
[jsajdok@tavi-port.org](mailto:jsajdok@tavi-port.org)

### **Your Course Administrator**

Each programme has its own course administrator who is responsible for the general administration of that programme. Your course administrator will advise you of term dates, deadlines for submitting work, changes to timetables and assessment schedules, as well as offering guidance and support on any administrative queries you may have.

### **How we keep in Contact with you**

Our primary method of contacting students is via Moodle and email. It is important that you check these regularly. It is essential to have an email address before the start of your course. We also require up-to-date contact telephone numbers and postal address, both at home and at work. In the unlikely event that seminars or tutorials are cancelled because of illness or other circumstances, we need to contact you quickly. It is also important for when we send hard copies of course materials, academic transcripts or awards. Please remember to alert your course administrator to any change to your contact details.

### **Messages & information for students**

Students are advised to check their e-mails for messages about the course on a regular basis. They are also advised to look at notice boards when they arrive for their course. In London and at NSCAP there are general notice-boards for letting students know about cancellations etc, as well as dedicated notice boards relating to the course. In London the M33 notice board can be found in the Ground Floor Common Room, and in Leeds in the main corridor.

The Trust is in the process of developing web pages for students and student will be notified when the web page for their course is available.

### **Messages from students to seminar leaders**

Whilst every effort will be made to deliver messages from students to seminar leaders in good time, students should bear in mind that delays can occur particularly on the day the course runs. Students are encouraged to send messages to seminar leaders as early as possible. Messages will be left for seminar leaders via the internal mail system at the Tavistock and at NSCAP.

### **Moodle**

In 2006-07 the Trust implemented MOODLE. MOODLE is a virtual learning environment accessible to students both at the Tavistock Clinic in London and in outlying centres 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 technical 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

### **Tutors and Tutorials**

The course has an **Organising Tutor** (Lydia Hartland-Rowe, London & Jason Kaushal, Leeds) whose primary function is to manage the delivery of the course and monitor its quality (e.g. organising seminars, curriculum, and academic assignments). The Organising Tutors are also often seminar leaders and personal tutors and therefore involved in the day-to-day delivery of the course and so are

familiar with the students. Although most students find that the Personal Tutor is the first point of contact when they are experiencing any difficulties, occasionally the personal tutor and student may decide to also involve the Organising Tutor.

**Personal tutors** are assigned at the start of the course and students will be expected to make initial contact. The personal tutor is often the same person running the work discussion group and therefore someone who will be readily accessible and familiar with the student's work. Part of their role is to provide guidance and support in relation to the academic assignments and to advise on progression to the different stages of the programme. The personal tutor can discuss possible ideas and references for essays and help the student with the structure of the academic assignments. They can read a single draft and make only general comments, since they are also involved in marking assignments. Care is taken as far as possible to ensure that London students are marked by NSCAP tutors and vice versa, with verification of the marking process by the Organising Tutors.

The personal tutor is also available to discuss confidentially any problems the student may experience that might impact on the course of study. Where necessary the personal tutor will seek the advice of the Organising Tutor if the difficulties are impacting significantly on the student's ability to complete the course of study.

Both the personal tutor and Organising Tutor will assist students in accessing personal counselling or psychotherapy should this be requested.

In Years 1 & 2 tutorials are held termly; these are arranged in advance and are for set times, generally for no less than half an hour.

In Year 3 students are allocated a supervisor who provides academic support. Four hours of face-to-face supervision are available to help the students in writing up their dissertation. Additionally, the supervisor will read and comment on up to two drafts of the dissertation. The Organising Tutor is also available to the students for any additional personal support that might be required.

**Visiting lecturers/seminar leaders** typically only teach up to a handful of seminars and are not involved in assessing the student in any way.

The course structure is the same for London and Leeds.

## **Membership of The Tavistock and Portman NHS Foundation Trust**

### ***What is membership?***

As a Foundation Trust we are accountable to the people we serve, rather than the Government. We do this by being a membership organisation. Our membership is made up of our patients and their families, our students, our staff, and our local communities, along with many other people with both personal and professional interests in the work the Trust does. As a member you have a say in how we do things. You can get involved in a variety of ways and have many opportunities to let us know your views. Members elect governors to represent their views about what we do and how we do it at a decision-making level. Ultimately, your involvement means that we can respond to the needs of the people we serve.

As a member, you can stand for election to our Board of Governors, and make a real difference at a decision-making level. If you don't want to stand for election, you can vote for the Governors you want to represent you. You will receive a regular newsletter, keeping you up to date on what's going on at the Trust. You can let us know what your specific interests are, so that we can run events that will appeal to you. There are also lots of opportunities for you to get involved, giving us feedback on the things we do and how we do them.

### ***Student membership***

As a student, you automatically become a member of the Trust. However if you do not want to be a member, you should contact the Trust Secretary to opt out.



### **Information about membership**

You can find our Members Handbook online, which will give you more information about being a member and what is involved. If you need any further information, please contact the Trust Secretary.

### **Contact**

Louise Carney                      Tel: 020 8938 2493                      Email: [trustsecretary@tavi-port.nhs.uk](mailto:trustsecretary@tavi-port.nhs.uk)

### **Race and Equity Trainee and Student Group**

This group offers an opportunity for students and trainees to think together about matters of race, culture and ethnicity in mental health practice, theory, relationships and group dynamics. It reflects the realisation in the Trust that issues of race and equity permeate all aspects of teaching and learning. Primarily the Group aims to empower students and trainees from minority backgrounds, but in recognising that race and equity are issues for everybody, it is also open to majority students and trainees. The Group also provides a channel for communication between all students/trainees and the Dean's office and the Trust. The Group meets once a month during term time.

Contact: Britt Krause, 020 8938 2590, [bkrause@tavi-port.nhs.uk](mailto:bkrause@tavi-port.nhs.uk)

### **The Tavistock Society of Psychotherapists and Allied Professionals (TSP)**

Since it was launched in 1995, the Tavistock Society of Psychotherapists has offered opportunities for Tavistock graduates to stay in touch with each other and to and to maintain active links with the Tavistock and the Tavistock's activities. Our members include Systemic Psychotherapists, Child and Adult Psychotherapists and Allied Professionals. Increasingly these opportunities are also offered directly by the Trust and, on qualifying, new graduates will be informed of the alumni arrangements which are available to them.

For adult psychotherapists (Graduates of M1 and D58 with D59), membership of the TSP provides a route to registration with the British Psychoanalytic Council. For more information, contact the TSP Registrar

Louise Middleton

Tel: 020 8938 2344

Email: [tsp@tavi-port.nhs.uk](mailto:tsp@tavi-port.nhs.uk)

### **The Sustainability, Health and Environment Development Group (SHED)**

The Tavistock & Portman is developing its Environmental Policy. There is a staff group concerned with the sustainability of our work practices (S.H.E.D.), which meets quarterly. Savings have already been made over the last year since we started to monitor energy and paper use, and we are very happy that students have also contributed to these savings by turning off computers and lights in the group rooms. The café has replaced polystyrene with paper cups and bio-degradable food containers. We encourage you to continue to recycle, cans, paper etc. whenever possible. We are in the process of substantially improving the efficiency of our lighting and heating systems throughout the building. SHED, on behalf of the trust, also promotes the use of public transport and cycling to work, with new bike racks at the front of the building and a cycle workbench in the basement car park; Dr Bike make regular visits to offer a bike surgery. Over the next few months, we plan to upgrade the small open spaces around the buildings and encourage people to enjoy sitting outside. We hope that students will be keen to play a part in these initiatives whenever possible.

If you have any thoughts on these matters there is a general suggestions box in the lift lobby - we would welcome your ideas. Thank you for your support.

Sara Riley

Tel: 020 8938 2648

Email: [sriley@tavi-port.org](mailto:sriley@tavi-port.org)

### **The Café at the Tavistock Centre**

The Tavistock has its own café on the 5th floor serving hot and cold food. In term time the hours are:

8.00am - 5.00pm Monday, Wednesday, Thursday and Friday

8.00am - 6.00pm Tuesday

## **Trainee Common Rooms at the Tavistock Centre**

Each department has its own common room for trainees who undertake clinical work. There is also a common room for all students on the fifth floor which has a vending machine for hot and cold drinks.

Adult Department - room 421

Adolescent Department - room 325

Child and Family Department - room 225

Additional facilities are provided for full-time trainees such as Child Psychotherapy and Educational Psychology trainees.

## **Personal Property at the Tavistock Centre**

As a working clinic, the Trust operates in a building with continual public access. We request that you be aware of security issues and ensure that you keep your belongings with you, or use the lockers available in the student common room.

## **Toilets and Cloakroom at the Tavistock Centre**

There are toilets on every floor. Students may keep personal belongings in the lockers in the student common room. There are also coat racks in the ground floor lift lobby. Students are advised that all property is left at the owner's risk.

## **Telephone at the Tavistock Centre**

There is a public payphone situated on the ground floor near the main reception and the 5th floor corridor outside the cafe. To make internal calls please ask General Office, situated on the ground floor.

## **Additional Facilities for Students with Disabilities at the Tavistock Centre**

- Automatic Entry System
- Ramps
- Open Swing Doors
- Disabled Toilet (Ground Floor)
- Low-level Reception Counter
- Signs in Braille
- Portable Induction Loop

## **Smoking Policy**

Smoking is not permitted anywhere in the Trust including its grounds.

## **First Aid**

There is at least one first aider and first aid box on each floor of the Tavistock Centre, and a box and first aider on each other site. Familiarise yourself with the location of the first aid facilities.

## **Incident Reporting**

The Trust has a standard incident report form to cover accidents, security incidents, near misses, fire incidents, ill health etc. Students are encouraged to report anything of concern using an incident form which is available from the main reception of the Tavistock Centre.

## **Tavistock Centre Fire and Evacuation Procedures**

If you discover or suspect a fire:

- Raise the alarm by breaking the glass of an alarm call point.
- Attack the fire if safe to do so.

Do not put yourself in danger.

If you hear the alarm ringing intermittently

- Prepare to evacuate - but do not leave yet.
- Listen out to hear if the alarm changes to a continuous sounding of ringing bells.
- There are Fire Wardens on each floor, follow their instructions.
- If you hear the alarm ringing continuously
- Leave the building by your nearest fire exit or stairway, and go directly to the assembly point taking any clients or other visitors with you.
- Close the doors behind you as you proceed out of the building to the assembly point.
- Always act on the fire alarm unless you have been warned that it is a routine test

The assembly point is out on the pavement of Belsize Lane or on Fitzjohns Avenue beyond the grounds of the Tavistock Centre

- Do not ring the switchboard to find the cause of the alarm
- Do not use the lifts
- Do not stop to collect personal belongings or return to collect them
- Do not re-enter the building

Stand and wait away from the building, at the designated assembly points until given the “all clear” by the fire Brigade Officers.

### ***Evacuation of Students and Staff with Mobility Difficulties***

Staff and students who are unable to use stairs to exit the building in an emergency should proceed to the indicated collection points at the main stairs and fire exits where members of the emergency services will assist them to exit the building safely.

## **Introduction to the Northern School of Child and Adolescent Psychotherapy (NSCAP)**

The Northern School of Child and Adolescent Psychotherapy (NSCAP) is the north of England NHS centre for psychoanalytic psychotherapy training for professionals working with children, young people and their families. NSCAP is one of six child psychotherapy training schools in the UK accredited by the Association of Child Psychotherapists. Established by the NHS in 2003 to address the shortage of Child and Adolescent Psychotherapists in the north of England; NSCAP is now the 2nd largest training school in the UK and we have trainees in posts across the region. We also provide conferences, short courses and post-graduate programmes that enhance the skills of professionals working with children, young people and their families.

Our aim is to contribute to the development of the children's workforce through the provision of child and adolescent psychotherapy training across the North-West, North-East and Yorkshire and the Humber. Based in Leeds, we are an NHS organisation hosted by Leeds Partnerships NHS Foundation Trust and funded by the three Strategic Health Authorities in northern England. We are a collaborative partner of the University of Leeds and the Tavistock and Portman NHS Foundation Trust and University of East London.

NSCAP provides:-

- A series of courses and programmes that extend the skills and competencies of child and adolescent mental health workers and other professionals working with children, young people and their families.
- Clinical training in child and adolescent psychotherapy for professionals in the north of England including the management of training placements with NHS trusts.
- Support to services seeking to respond to the Children's National Service Framework requirement to include child and adolescent psychotherapy as a core component of CAMH services.
- Consultation to agencies, organisations and individual professionals who require help in thinking about particular problematic areas of their work

## **Catering and Common Room at NSCAP (Leeds)**

There is a well-equipped kitchen for students use at NSCAP, with fridge, microwave, dishwasher and cupboards dedicated to student use. The common room is shared across NSCAP courses, and offers a comfortable area in which to take breaks between seminars.

## **Local Transport and Facilities at NSCAP (Leeds)**

There is some off-street parking for NSCAP students, and plenty of Pay and Display parking in Springwell Road. The school is a 15-minute walk from the Train station, and there are also buses that stop at the end of Springwell Road and run straight to the station and the centre of Leeds.

## **Cloakroom and Toilet Facilities at NSCAP (Leeds)**

There are several toilets including one with disabled access, as well as a shower.

## **The Tavistock and Portman Library**

The Tavistock and Portman NHS Foundation Trust Library is a leading mental health library recognised both nationally and internationally for its specialist collection in the psychological therapies, social work and social policy and the study of organisations. It is located on the Ground Floor of the Tavistock Centre.

Each clinical department, discipline, course, and special and research unit has been allocated a member of library staff as their Personal Librarian to assist with their information needs. A named contact will answer your queries and try to keep you up to date with Library resources and the latest information on your subject.

### ***Library Resources***

Resources include over 15,000 books, 2000 e-books, reports, pamphlets, an audiovisual collection, subscriptions to more than 13000 e-journals, subscriptions to scholarly electronic databases and a historical archive. Facilities include a computer resources room with 12 internet-connected PCs, two reading rooms, photocopiers, printers, WiFi access, TV screen for Library information and other relevant programmes, TV Screen playing some of the Library DVDs and a variety of services and support for disabled users.

### ***Library Services***

Services include an online library catalogue, an enquiry desk, an inter-library loan service, an information skills training programme, current awareness services and a team of professional librarians knowledgeable in the field. Users have 24/7 electronic access to all of the Library's electronic resources

The Library also manages MOODLE, the Trust's virtual learning environment and E-Prints Online, the Staff Publications Open Access Repository

### ***Library Membership and Opening Hours***

The Library is open to all registered students and trainees whilst they are studying at the Trust. It is located on the ground floor of the Tavistock Centre and on the web at: [www.tavistockandportman.ac.uk/library](http://www.tavistockandportman.ac.uk/library)

Opening hours are from 9am-8pm, Monday-Thursday and 10am-6pm Friday during term-time. Reduced hours apply during the vacation periods and are advertised on the website or can be checked directly with the Library by telephone 020 8938 2520 or email [library@tavi-port.ac.uk](mailto:library@tavi-port.ac.uk) .

Users have 24/7 electronic access to all of the Library's electronic resources

### ***Library and Information Skills Programme***

The mission of the Library's Information Skills Training Programme is not only to foster excellence in the academic, clinical and research work at the Trust but also to promote lifelong learning. To address these needs the Library has developed a set of training sessions that promote good information skills which empower our Library users to apply critical thinking in the retrieval, evaluation and use of information, to be confident in their information seeking abilities and to become lifelong learners. Training sessions are largely integrated into course curricula, discipline areas or areas of work in order to target the training appropriately. Face-to-face training sessions are further supported by online learning tutorials and the use of digital communication technologies.

Typical training sessions include a General Library Induction, How to Search The Library Catalogue, How to Use Scholarly Databases and How to Critically Appraise Research Papers.

For all training enquiries please contact the Issue Desk:  
Tel: 020 8938 2520  
Email: [library@tavi-port.ac.uk](mailto:library@tavi-port.ac.uk)

### ***Library Borrowing***

Library members can borrow a maximum of 10 items at any one time. Some material is designated as reference only such as journals, dissertations, archival documents.

### ***Photocopying Services in the Library***

Photocopiers and printers are available. Copies cost 10p per page and a Flexicard is needed to operate these machines. Flexicards can be purchased at the Library Issue Desk for £1 and then charged up with coins. Some departments/courses maintain prepaid photocopying accounts with the library. To set up an account, contact the Library by telephone 020 8938 2520 or email: [library@tavi-port.ac.uk](mailto:library@tavi-port.ac.uk)

### ***Library Electronic Services***

Reflecting the rapid growth in digital technologies and their impact on information and communication, a large number of library resources can be accessed electronically. Below is a summary of some of these web services:

- the Library website ([www.tavistockandportman.ac.uk](http://www.tavistockandportman.ac.uk)) links to all library resources, services, documents as well as to other relevant websites, such as those on study skills, online information training tutorials, and subject-specific sites useful to the Tavistock and Portman NHS Foundation Trust.
- an online library catalogue enabling users to search for materials and tag the catalogue record, reserve and renew books, and review library accounts.
- access to the main databases in the discipline such as PSYCInfo, the Pep Archive, Psychology and Behavioural Sciences Collection, PSYCArticles, PSYCBooks, as well as to databases from other disciplines such as British Education Index, Social Care Online Medline, Cinahl and Counselling and Therapy in Video.
- the Journals Collection, accessed via the One Stop Shop, including the most relevant ones in the field. Articles may be available in print, electronic or both. If available electronically, you can download them to your desktop.
- MOODLE, a web-based course management system where students and staff can access information about their courses including study packs, lecture notes and other reading materials. MOODLE also facilitates communication between staff and students through interactive discussion forums and chat rooms.
- a Personal Librarian Service for departments, courses and specialist units to look after their information needs.
- various Current Awareness Services such as TV and Radio Programme Alerts, Media Alerts, and Information Updates from the Personal Librarian Service.
- EndnoteWeb, a web-based bibliographic reference organiser
- information skills training is available. Training is both electronic and face-to-face and includes Library inductions, Using the Library Catalogue, Using the Electronic Journals and Books, Using Databases, Getting Started on a Literature Review and Critically Appraising Research Papers. Please contact the Library or visit our website for more information  
Tel: 020 8938 2520, Email: [library@tavi-port.ac.uk](mailto:library@tavi-port.ac.uk), [www.tavistockandportman.ac.uk/library](http://www.tavistockandportman.ac.uk/library)

### ***Library Services for Disabled Users***

The Library provides a variety of support for our disabled users.

- Accessibility wizard on designated computers. This offers the following adjustments:
  - Magnification
  - narrator (sound) for visually-impaired people,

- non-mouse user facility,
- flexible screen contrasts,
- Please ask about using this wizard at the issue desk.
- one-to-one follow-up Library induction session (by pre-arrangement only)
- one-to-one follow-up literature search and database training (by pre-arrangement only)
- assistance from friendly staff
- audio recordings of selected psychoanalytic texts (available on loan from RNIB - by pre-arrangement only)
- Braille (by pre-arrangement only)
- cheaper photocopying (please ensure you retain a receipt in order to claim back cost)
- copying/printing on coloured paper for dyslexic/visually impaired users
- dedicated workstations for visually-impaired and wheelchair users.
- extended loan periods
- flexible reading lamps
- large screen computer for maximum magnification
- magnifiers for users with visual impairments (please ask at the issue desk)
- Special reservation service (by pre-arrangement only)

If you require additional support please tell us and we will do our best to meet your needs. You can speak to any member of the library staff or contact Lise Szwann, Special Needs Librarian, direct on 020 8938 2306 email: [lszwann@tavi-port.ac.uk](mailto:lszwann@tavi-port.ac.uk) . All information will be treated in the strictest confidence.

The Library values feedback from all users and we'd like to hear your comments and suggestions. Please give us your views in person, or by phone on 020 8938 2520 or email: [library@tavi-port.ac.uk](mailto:library@tavi-port.ac.uk)

#### ***Library Issue Desk Contact Details***

Tel: 020 8938 2520

Email: [library@tavi-port.ac.uk](mailto:library@tavi-port.ac.uk)

#### ***Library Users' Charter***

The Tavistock and Portman NHS Foundation Trust Library is committed to supporting the clinical, research and educational work of the Trust by providing a high quality, user-focussed and innovative service. In return, we seek a commitment from users that they will assist us in doing so by cooperating with library initiatives.

#### ***Library's Commitment:***

1. To consult with users regularly and proactively.
2. To provide at least one hard copy of all core texts plus online access to core readings via electronic study packs (subject to copyright) where these are requested by the organising tutor.
3. To provide a collection of physical stock, electronic and audiovisual resources tailored to support the learning, teaching, research and clinical work of the Trust.
4. To increase book stock by an average of 7% per annum.
5. To ensure fair access to resources and services for all library users via an equitable collection management policy
6. To provide a range of facilities to ensure equal access to library resources and services for disabled people.
7. To empower users to access information efficiently by providing a high quality library induction for all users. A comprehensive range of flexible training courses in information-seeking skills is also available to support users throughout their time at the Trust.
8. To provide an informative, user-friendly and accessible website.
9. To provide an online catalogue for users to remotely view their loan records, reserve or renew items, submit changes of address and suggest book purchases.
10. To provide online services 365 days a year excepting system failure and scheduled maintenance courses.
11. To provide advice, guidance and enquiry services face to face, over the telephone and online.
12. To provide a Personal Librarian Service for every library member.
13. To provide a range of alerting services – TV/Radio alerts, journal contents pages, new publications by members of staff and more...
14. To alert users to new services, service improvements and any variations in service availability.
15. To publicise library services in hard copy and on the Internet with copies in additional formats on request.

16. To provide and maintain in good working order, photocopying, IT and related equipment for information retrieval and the use of library resources.
17. To provide a postal service for students attending Tavistock courses based outside London.
18. To provide a pleasant, safe and secure environment conducive to study and research.
19. To provide procedures for comments, suggestions and complaints

*Users' Commitment:*

1. To respond to library surveys and offer feedback in person, via the suggestions box or electronically.
2. To assist the library in identifying any gaps in service provision.
3. To ask a member of staff if you need help finding information or any other assistance.
4. To show consideration towards other library users by promptly returning and collecting loan items. Users who repeatedly break this commitment will have their access to library services withdrawn.
5. To attend library induction and information skills sessions or take advantage of the self-directed training opportunities available in order to develop as an independent learner.
6. To use the online catalogue facilities whenever possible.
7. To use computer facilities appropriately and comply with all software licensing agreements.
8. To comply with copyright law when photocopying, printing or downloading information. Details are displayed at copiers and printers. If in doubt please ask a member of staff.
9. To ask library staff if you are unsure how to operate a piece of equipment and inform them of any malfunctions or damage.
10. To ensure the library has your correct contact details and to inform staff promptly of any changes to these.
11. To take time to read library notices, web alerts, email messages and any other means by which the library publishes news of service variations and developments.
12. To ensure that you acquire basic Information technology skills in order to successfully exploit the library's electronic resources and services.
13. To refrain from eating, drinking (apart from water from the library water cooler), talking loudly, playing music or using your mobile phone within the library.
14. To let us know when the service goes wrong for you.

**Computer Facilities available in the Library**

Computing and printing facilities are available in the library. All library computers have Internet access and Microsoft Office software.

**Minimum IT access requirements for students**

It is a requirement of course enrolment that students have access to the internet and use e-mail communication. Access to broadband is recommended.

**Online Library and Learning Services with UEL**

Through the UEL Library Website (<http://www.uel.ac.uk/lss/index.htm>) students will have access to a number of services which include:

- The UEL catalogue (full text journals, video, audio etc...)
- Databases for online journals and other electronic resources
- Links to web sites, and other guidance relating to your subject
- Access to Other Libraries allowing you to search the catalogues of other libraries

**SCONUL (University Libraries) scheme**

The Trust is not a member of SCONUL but the University of East London is and as a student of the university you can organise access to other university libraries.

Full information about how to use the scheme can be found on the SCONUL website:

<http://www.access.sconul.ac.uk>

**USB stick**

For the purposes of security and confidentiality only Tavistock and Portman issued USB sticks can be used on Tavistock and Portman computers. This includes all the computers in the library. External USB sticks will not work, which means that any course work completed on a computer in the building can only be saved on a special issue USB stick. Before your new USB stick will work you must go online and complete a few simple steps to activate it. Instructions for activating your USB stick can be found on the Moodle home page.

Every new student will receive a Tavistock and Portman USB stick at enrolment day. If you haven't received your USB stick by the time your course begins you will be able to collect one from your course administrator.

### **The NSCAP Library**

NSCAP students on UEL-validated courses are already well-supported in their use of the Trust library by remote access, and M33 students will be helped to make use of this facility. In addition, NSCAP has a specialist library of over 1500 titles relating to work with children and young people, and core psychoanalytic texts and journals. In addition there are photocopying and computer access points, and borrowing facilities as well as a reference collection.

### **Submission of coursework from outlying centres (e.g. NSCAP)**

Coursework at NSCAP can be submitted to the course administrator on the course day in the same week as the due date for course submission at the Tavistock Centre (e.g. on the Wednesday of the week on which Tavistock Centre students submit on a Tuesday). Given the distances travelled by NSCAP students it is not reasonable to expect students to travel to Leeds in order to submit on a Tuesday, so work will be accepted on the day that the course meets regularly.



# Section Two

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### Summary information about the Course

<b>Award(s)</b>	PGCert/Dip/MA
<b>Award title(s):</b>	MA Psychodynamic Approaches to Working with Adolescents
<b>Mode of attendance:</b>	Part time
<b>Normal duration of study:</b>	Year 1 of course – 30 weeks Year 2 of course – 30 weeks Year 3 of course – 20 weeks (Total – 80 weeks)
<b>Maximum period of registration:</b>	6 years
<b>School:</b>	Adolescent Department, Tavistock Clinic School of Social Sciences, UEL
<b>Course Organising Tutor(s):</b>	Lydia Hartland-Rowe (London) Jason Kaushal (Leeds)
<b>Availability of distinction:</b>	Distinction available for MA award and for intermediate PGDip and PG Cert awards
<b>Minimum number of External Examiners</b>	1
<b>Course start date/month and year of first intake:</b>	October 2004 MA Psychodynamic Approaches to Working with Adolescents  October 1996 PGCert in Communicating with Young People: Foundation Course in Adolescent Mental Health
<b>Date of first conferment of award:</b>	PG Cert 1997
<b>Name and address of Collaborating body:</b>	The Tavistock & Portman NHS Foundation Trust 120 Belsize Lane London NW3 5BA And Northern School of Child & Adolescent Psychotherapy 34-36 Springwell Road Leeds LS12 1AW

## Background to the Course

The programme as a whole provides a distinctive training for mainly front line workers who will be equipped to work across the adolescent age range and think across service boundaries. It is aimed at providing students with the knowledge and skills to allow them to work in a more therapeutic way in their existing roles, in this way allowing access to a therapeutic style of work for difficult to reach young people. It does not set out to provide training in clinical skills or a clinical qualification, instead focussing on the ways in which professionals in a wide range of roles can develop and strengthen their capacity to respond to young people in a way that will have a therapeutic effect. The course aims to help students to become highly specialised at applying a psychoanalytic perspective to their existing role, thus deepening and developing their professional capacity to work effectively with adolescents.

Up until 2004 the course consisted of a one year *PGCert Communicating with Young People* (course D33). Former students who found the D33 programme relevant to their working experiences indicated they would wish to enrol for an MA programme to further develop their understanding of working with young people. This new development has been instigated by this consistent feedback. It has also been informed by policy trends such as the Children's National Service Framework and the developments within CAMHS services. In 2004 it was validated as a full MA programme.

In 2002, the PGCert course was offered for the first time in Leeds in partnership with the Specialist Psychotherapy Services of the Leeds Community Mental Health Teaching Trust, the Northern School of Child and Adolescent Psychotherapy and the West Yorkshire Workforce Development Confederation. In July 2009 NSCAP was successful in achieving validation to run the course as a full PGCert/PGDip/MA Programme, as part of the collaborative partnership between NSCAP, the Tavistock, and the University of East London.

## Course Structure

The Tavistock & Portman NHS Trust courses that are validated by the University of East London (including NSCAP course such as M33N) are credit-rated to clarify the amount and level of study that is needed. One credit is equal to 10 hours of directed study time (this includes everything associated with study e.g. lectures, seminars and private study). These courses are M level courses equivalent in standard to a Masters degree

## Credit rating

PGCert Title	60 M Level Credits
PGDip Title	60 M Level Credit
MA Title	60 M Level Credits

## Course structure diagram

All of the units on this course are developmental i.e. although they are described as separate units or modules they cannot be undertaken in isolation and form part of a developmental process by which students' progress in the depth and sophistication of their understanding and their skills. The diagram below lists the units, and the points at which this cumulative learning is assessed.

Unit	Terms	Assessment Date
Unit 1 Adolescent Development	Terms 1	Assessed at the end of Term 2
Unit 2 Work Discussion	Term 1,2,3	Assessed at the end of Term 3
Unit 3 Psychoanalytic Theory	Terms 2 and 3	Assessed at the end of Term 3
Unit 4 Advanced Psychoanalytic Theory	Term 1 and 2	Assessed at the end of term 2

Unit 5 Advanced Work Discussion	Term 1,2,3	Assessed at the end of Term 3
Unit 6 Experiential Learning	Terms 1,2,3	Assessed at the end of Term 3

## Aims and Learning Outcomes

### Course aims

Overall this programme aims to provide a detailed psychoanalytic introduction to the understanding of the psychological development, problems and disturbances of adolescence. It aims to highlight the interaction between biological, psychological and social factors, which contribute to mental health and disorders. It aims to equip students with an understanding of the therapeutic process and help them to translate this understanding into their work context.

The programme does not train students to become psychotherapists. Rather, its aim is to offer a psychoanalytic approach to thinking about, and working with, adolescents and young adults. It is therefore suitable for those with or without a prior training in counselling or psychotherapy whose work involves contact with adolescents and young adults.

The course development strives to offer a unified programme that recognises the place for thinking about, and training in, the specific problems and difficulties of adolescence. The aim is to focus on the whole period of adolescence from puberty to early adulthood, including the 16-25 age bracket, often described in policy documents as needing to be thought of as a developmental period, but which is often, and usually drastically, ruptured by the transition from child to adult services.

The course is designed to maximise flexibility in the learning process by offering a stepped approach allowing students to exit at different stages of learning and with different levels of qualifications: PGCert, Dip.and MA. This also makes it possible for students to return at later stages if they wish to upgrade their Certificate qualification to a Diploma or to MA level by undertaking the further academic requirements and course of study.

The *first year* of the course aims to give an introductory grounding in a psychoanalytic understanding of adolescence and of the mental health problems most frequently encountered during adolescence. The theory modules will be taught through a mixture of lectures and selected key reading. In London and Leeds lectures will be delivered by course staff and visiting lecturers with relevant expertise.

In both centres, Work Discussion seminars will be taught by seminar leaders able to help students to apply a psychoanalytic perspective to their work role and setting.

The *second year* of the course requires much greater student participation in the theoretical learning, as this is delivered through a reading seminar only, with no additional lectures. It aims to deepen the understanding not only of adolescent mental health problems, but also of the application of psychoanalytic thinking to working with adolescents in the settings in which adolescents present their difficulties. Closer attention is paid to the underpinnings of the therapeutic processes at work in the relationships they make with adolescents in their professional roles, and students are actively encouraged in seminars to make theory and practice links.

The third year of the course is intended for those students wishing to develop a greater in depth knowledge of adolescence as a process, of its difficulties and of working with adolescents, through undertaking a Masters thesis. Most students choose to focus on a subject area directly connected with their practice. Unlike Years 1 & 2, Year 3 requires extensive independent study.

### This course is designed to give you the opportunity to

- Be part of a multidisciplinary forum for thinking about practice and improving therapeutic communication with young people.

- Study the 16-25 age group highlighted by many social policy documents recently as being a group in particular need of specialist services and hence of training for staff working with this group.

### What will you learn?

#### Knowledge

- Understanding of the adolescent process and state of mind.
- Up-to-date knowledge about the problems of adolescence and effective therapeutic interventions through the application of a psychoanalytic perspective
- Understanding of key psychoanalytic concepts related to adolescence and the therapeutic processes at work in a range of professional roles.

#### Thinking skills

- Ability to formulate work-based experience using a psychoanalytic theoretical framework.
- Ability to make use of theory to inform practice and vice versa.
- Ability to critically appraise information.

#### Subject-Based Practical skills

- Enhanced skills with adolescents to therapeutic effect.
- Ability to write reports about direct work.
- Enhanced observational skills.

#### Skills for life and work (general skills)

- Ability to self-reflect /enhanced self-awareness.
- Greater awareness of personal functioning in groups.

### How the teaching year is divided

The teaching year begins in October and ends in June and is divided into three terms. The course is part-time; students will attend the course for 1 day a week, for course programme years 1 and 2. Each year will be divided into three ten-week terms (which could include an early evening session).

### Typical Duration of Studies & Mode of Attendance

This is a part-time course. At M Level all Tavistock & Portman NHS Trust Courses validated by UEL are part time courses. The whole integrated MA programme is usually undertaken over a period of 3 years. There is a maximum period for completion of 6 years from the year of entry. An intermission of studies extends the time limits for study on the Course for the period of the intermission (unless prohibited by Professional and Statutory Regulatory Body requirements)

LEVEL	UNIT TITLE	Course	CREDITS For Coursework
M	Adolescent Development	PGCert	20
M	Psychoanalytic Theory And Its Application to Adolescent Psychopathology and Work with Young People	PGCert	20
M	Work Discussion	PGCert	20
M	Advanced Psychoanalytic Theory	PGDip	20
M	Work Discussion 2	PGDip	20
M	Experiential Learning (Professional Development Paper)	PGDip	20
M	Dissertation	MA	60

**Students who successfully complete units 1, 2, 3 will be eligible for a Post Graduate Certificate**

**Students who successfully complete units 1 to 6 will be eligible for a Post Graduate Diploma**

**Students who successfully complete units 1 to 7 will be eligible for a MA**

#### **Course Team – Roles & Responsibilities**

**The following tutorial arrangements, student support structures and staff role descriptions apply to delivery of the course in London and Leeds.**

##### **London**

Lydia Hartland-Rowe	Organising Tutor
Charlie Beaumont	Seminar Leader
Claudia de Campos	Seminar Leader
Kate Stratton	Seminar Leader
Patricia Walsh	Seminar Leader

##### **Leeds**

Jason Kaushal	Organising Tutor
Clare Allen	Seminar Leader
Fionnuala Frances	Seminar Leader
Susie Godsil	Seminar Leader
Jo Miley	Seminar Leader

#### **Course Office Hours**

Although Course Administrators are normally available during normal office hours to answer queries or provide information, students are advised to use the designated office hours (see below). Whilst every effort will be made to deal with all requests quickly, students should allow a period of not less than 48 hours for a response under normal circumstances. Students may also find using e-mail contact to be an effective method of contacting the administrator and having a record & timing of the request. Integrated programmes of study will have the same office hours.

**London**      **Office hours: 09.00 – 17.00 Tuesday**  
**09.00 – 15.00 Monday and Wednesday**

<b>Course Administrator:</b>	<b>Doulla Yiallouris</b>
<b>E-mail address</b>	<b>academic2@tavi-port.org</b>
<b>Direct line</b>	<b>020 8938 2294</b>

**Leeds**      **Office hours: 08.30 – 15.30**

<b>Course Administrator</b>	<b>Angela Hemingway (Course Administrator)</b>
<b>E-mail address</b>	<b>a.hemingway@nhs.net</b>
<b>Direct Line</b>	<b>0113 3058750</b>

### **Teaching, Learning and Assessment of the Course**

The course offers two modes of learning, that which is essentially experiential, designed to promote awareness of the complexity of the relationship between learning and personal experience, and that which is didactic, designed to inform teachers and others working within education about the nature of normal development, from infancy to adulthood and the emotional difficulties which individuals may encounter during this process. The teaching events in Years One and Two reflect this dual approach with a series of lectures continuing alongside Work Discussion Groups and, in the second year, an Experiential Group. The written assignments likewise seek to address both elements. Students are expected to write one theory paper each year as well as more reflective pieces of writing, in which they are asked to describe their experience of the course and to make links between this and their pupils' experience as well as their own as teachers. There are three assessed submissions in each of the first two years.

### **Statement on Ethics**

Students will be required to complete and sign a statement of confidentiality and code of ethics during their induction to the course and all students are expected to respect confidentiality within the parameters of the course.

Students are also reminded that throughout the course they are bound by their professional code of ethics and if any unethical practice is perceived should take their concerns to their tutor and the course organiser.

## Summary of coursework to be submitted & submission dates

(NB LEEDS SUBMISSIONS are one day later as indicated below)

Unit Code	Unit Title	Year of course	Course Work submission date
<b>Post Graduate Certificate</b>			
M33U1	Adolescent Development	1	13 March 2012 (Leeds 14 March)
M33U2	Work Discussion	1	12 June 2012 (Leeds 13 June)
M33U3	Psychoanalytic Theory	1	12 June 2012 (Leeds 13 June)
<b>Post Graduate Diploma</b>			
M33U4	Advanced Psychoanalytic Theory	2	13 March 2012 (Leeds 14 March)
M33U5	Advanced Work Discussion 2	2	12 June 2012 (Leeds 13 June)
M33U6	Professional Development Paper	2	12 June 2012 (Leeds 13 June)
<b>MA Dissertation</b>			
M33U7	Dissertation	3	15 May 2012(Leeds 16 May)

### Admission Procedures to PGDip/MA Courses of Integrated Programmes of Studies

Students who achieve passes of, at least 50% and over in all of their coursework, are eligible for admission to the next stage on an APEL basis.

Students who have not met the entry criteria, as above, for the next stage of the integrated programme may apply for entry to the next award (e.g. PG Cert to PG Dip or PG Dip to MA programme) provided they have achieved 50% (which can include a unit condoned by the Assessment Board) in all but one unit in that programme year.

In order to be considered for admission, students will be asked to submit a revised written assignment or a new one with the agreement of the course Organiser. In addition, a personal tutor's report will be requested and, at the discretion of the Organising tutor, students may be required to undertake more work before resubmitting a revised written assignment or before attempting to write a new one, particularly in the area of work practice.

### Awards & Admission Procedures for integrated programmes

Students who successfully complete each course of the integrated programme will be eligible for an award.

### PG Cert Psychodynamic Approaches to Working with Adolescents integrated programme year one: eligibility for award and resubmission procedures.

#### Grades

Students who achieve a grade of 50% for all units of assessed coursework will be eligible an award of PG Certificate.

#### Resubmissions

Any failed coursework can be resubmitted once only. Students have the right to do this whatever mark they have gained but it is expected that personal tutors will arrange to meet their students to discuss whether it is advisable or not to resubmit. Resubmitted coursework can achieve a pass mark which is capped at 50%.



**Compensation**

The 45% - 49% is for Compensation (also known as Condonement) if students have achieved 40 credits in their coursework for the same programme year.

**The PG Cert is awarded at 60 M level credits.**

**PG Dip Psychodynamic Approaches to Working with Adolescents integrated programme year two: eligibility for award and resubmission procedures**

**Grades**

Students who achieve a grade of 50% for all units of assessed coursework will be eligible an award of PG Diploma

**Resubmissions**

Any failed coursework can be resubmitted once only. Students have the right to do this whatever mark they have gained but it is expected that personal tutors will arrange to meet their students to discuss whether it is advisable or not to resubmit. Resubmitted coursework can achieve a pass mark which is capped at 50%.

**Compensation**

The 45% - 49% band is for compensation (also known as Condonement) if students have achieved 40 credits in their coursework for the same programme year.

**The PG Dip is awarded at 120 M level credits.**

**MA Psychodynamic Approaches to Working with Adolescents Programme year three: eligibility for award – resubmission procedures**

In order to be eligible for the Masters degree, students normally shall have passed the entire year one and year two assessments as set out above at 50% or carrying a maximum of 2 compensated assessments. Students must have satisfied the attendance requirement and will need to successfully pass the dissertation at 50% or above to be awarded the Masters. It will only be possible to resubmit the dissertation on one further occasion.

**The Masters degree is awarded at 180 M level credits.**

**Distinctions and Overall award of Distinction**

If the arithmetic mean of all marks in each programme year is 70% or over, students will be awarded an overall distinction for the award of MA. This calculation will also apply for the awards of PGCert and PGDip too.

**Merits and Overall award of Merit**

In order for a student to be awarded an MA with Merit they need to obtain an arithmetic mean of all marks between 60-69%. This calculation will also apply for the intermediate awards of PG Cert and PG Dip if available on the course.

## Additional Reading List

In line with the Tavistock Reading List and Study Pack Policy the course handbook contains only a general reading list or an indicative reading list in a unit specification.

Reading lists specific to seminars and course study packs can be found on the course *Moodle* pages.

### Supplementary general reading list

- Anderson, R. (Ed) (1992) Clinical Lectures on Klein and Bion. London, Tavistock/Routledge.
- Bion, W. R. (1984) Learning from Experience. London, Heinemann. (Reprinted: Karnac Books, 1984)
- Blos, P. (1974) The Young Adolescent. Clinical studies. New York, The Free Press/London, Collier Macmillan.
- Boston, M. and Szur, R. (eds). (1983) Psychotherapy with Severely Deprived Children. London, Routledge & Kegan Paul.
- Bowlby, J. (1988) A Secure Base. Clinical Applications of Attachment Theory. London, Routledge.
- Brook, C. G. D. and Stanhope, R. (1989) Normal Puberty: Physical Characteristics and Endocrinology. Reprinted from: BROOK, C. G. D. editor. Clinical Paediatric Endocrinology. 2nd ed. Oxford, Blackwell. pp. 169-188.
- Copley, B. and (1997) Forryen, B. Therapeutic Work with Children and Young People. London, Robert Royce, 1987. (2nd ed. Cassell, 1997).
- Di Ceglie, D. (1995) Gender Identity Disorders in Children and Adolescents. British Journal of Hospital Medicine, 53, 251-256.
- Di Ceglie, D. (1998) (with D. Freedman) A Stranger in my Own Body. Atypical Gender Identity Development and Mental Health. London, Karnac Books.
- Erikson, E. Childhood and Society. Rev. ed. Penguin, 1965.
- Kareem, J. and Intercultural Therapy. Themes, Interpretations and Practice. Oxford, Blackwell.
- Littelwood, R. eds. (1992)
- Klein, M. (1975) Envy and Gratitude and Other Works. 1946-1963. London, Hogarth Press.
- Klein, M. (1975) Love, Guilt and Reparation and Other Works. 1921-1945. London, Hogarth Press.  
Chapter 2 - Inhibitions and Difficulties at Puberty. (1922) pp. 54-58.
- Rutter, M. and Giller, H. (1983) Juvenile Delinquency: Trends and Perspectives. Harmondsworth, Penguin.
- Varma, V. P.(Ed) (1991) The Secret Life of Vulnerable Children. London, Routledge.
- Winicott, D. W. (1990) The Maturation Process and the Facilitating Environment. London, Hogarth Press, 1965. (Reprinted: Karnac Books, 1990).

## **General Assessment Criteria for M33**

As well as the assessment criteria specific to individual units( See below), in assessing all written work particular attention will also be paid to the following:

### **A. Structure**

Papers should demonstrate evidence of planning. There should be appropriate use of subheadings and balance between sections. Ideas/themes should be linked in an understandable sequence with clear introductions and conclusions.

### **B. Clarity and Economy of Exposition**

Papers should demonstrate the ability to express ideas clearly and concisely using good sentence structure, with appropriate use of language and avoidance of jargon. Repetition should be avoided.

### **C. Grasp of Theory and Critical Analysis**

Where required, papers should show evidence of knowledge of the relevant literature, with appropriate selection where required in terms of content and relevance. There should be evidence of an understanding of the underlying conceptual framework (a psychoanalytic perspective) with an ability to weigh the evidence and demonstrate different perspectives in a balanced way. The candidate should also be able to formulate and put forward his/her own point where relevant.

### **D. Theory/Practice Links**

The capacity to describe the relationship between theory and practice is of great relevance on this course.

## **Assessment Criteria for Units**

### **Unit 1 – Adolescent Development**

#### **An essay of 2,500 Words – Due 13 March 2012 (Leeds 14 March)**

You will write an essay in which you demonstrate the capacity to apply basic psychoanalytic concepts (*as encountered through course reading and lectures*) to adolescent development, and an understanding of the interaction between physical and psychological development. You will demonstrate the capacity to discuss the tasks of adolescence as understood from a psychoanalytic perspective, family dynamics during adolescence and the importance of cultural and ethnic factors

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Demonstrate the capacity to apply basic psychoanalytic concepts as encountered in the course reading and lectures to adolescent development
- Demonstrate an understanding of the interaction between physical and psychological development
- Discuss critically the tasks of adolescence, family dynamic during adolescence and the impact of cultural and ethnic factors

## **Unit 2- Work Discussion**

### **A Work Discussion paper of 3000 words. Due 12 June 2012 (Leeds 13 June)**

You will write a paper in which you describe a piece of work in which you have been engaged during the year and have brought to the work discussion seminar. The paper will demonstrate your learning from the module as a whole, and you will illustrate this with examples of your work with an individual young person. The study will describe the context and setting of the work, analyse your own role in the work.

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Demonstrate a critical understanding of the processes in which they have been involved in this work
- Demonstrate the capacity to use detailed observation to describe the young person with whom they have a working relationship, and sensitively to record the quality of communications made by him/her
- Demonstrate their understanding of the emotional dynamics involved in the work, including the impact of the young person on them and vice versa.
- Demonstrate an understanding of the qualities of the relationship with the young person and how the relationship was sustained.
- Demonstrate the capacity to assess the young person's situation and needs, including, and to assess and evaluate the impact of your interventions.
- Demonstrate through a critical appreciation of the dynamics in the relationship the capacity to link theory to practice.

## **Unit 3 – Psychoanalytic Theory**

### **An essay of 2,500 words - Due 12 June 2012 (Leeds 13 June)**

You will write an essay in which you demonstrate the capacity to develop theoretical discussion based on psychodynamic thinking, using your understanding of course reading and lectures. You will show that you have understood key conceptual terms as presented and discussed within the theory module. You will show that you have some understanding of the relevance of these terms to particular practical applications and models of treatment with young people as described in the reading and lectures, not in reference to your own practice. You are expected to choose a focus such as those featuring in Term 2 and 3 of the theory module and will support your discussion with reference to course reading and lectures.

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Demonstrate a critical understanding of key basic psychoanalytic concepts, for example transference, counter transference, projection and projective identification; defence; internal world; container-contained.
- Discuss critically the application of the above concepts to adolescence as a developmental period, particularly when development is disturbed.
- Examine the contribution of the above concepts to some specific difficulties which typically arise during adolescence, e.g. eating disorders, depression, self harm, anti social behaviour, psychosis, gender and sexual identity issues etc.
- Demonstrate a critical understanding of models of psychoanalytically-informed responses relating to the specific difficulties under discussion

## **Unit 4 – Advanced Psychoanalytic Theory**

### **An essay of 3500 Words - Due 13 March 2012 (Leeds 14 March)**

You will write an essay in which you demonstrate the capacity to develop a theoretical discussion based on psychoanalytic thinking and to apply this to your current work with young people. You will demonstrate your understanding of conceptual terms and the relevance of these terms to particular practical applications in your work setting.

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Demonstrate a critical understanding of key basic psychoanalytic concepts, such as transference, counter transference, projection and projective identification; defence; internal world; Oedipus complex.
- Discuss critically the application of the above concepts to the work they are currently involved in.
- Illustrate their understanding of the application of the concepts encountered in the theory seminars by making appropriate reference to their work with young people.

## **Unit 5 – Work Discussion 2**

### **A Work Discussion paper of 3000 words. Due 12 June 2012 (Leeds 13 June)**

You will write a 3,000 word paper based on an experience within your work role with a young person/young people, in which you have been engaged during the year or two years of the course. This can be work with an individual, family or group but where there is a relationship/are relationships between yourself and a young person or young people. The paper will describe the context and setting of the work, and will analyse your own role in the work. It will give an account of the way in which you have learned to make use of an applied psychoanalytic perspective in a working relationship with a young person/young people.

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Demonstrate a critical understanding of the processes in which they have been involved in this work, including institutional processes in relation to their role
- Use detailed observation to describe the young person/family/group, and to sensitively record the quality of communications between the student and the young person/family/group.
- Be able to formulate the emotional dynamics involved in the work, including the impact of the young person on them and vice versa and how this shapes the unfolding relationship.
- Evaluate the impact of their interventions.
- Capacity to link theory to practice.
- Consider issues of difference and maintain a thoughtful anti oppressive standpoint

## **Unit 6 – Experiential Learning**

### **An essay of 3,000 Words - Due 12 June 2012 (Leeds 13 June)**

You will write a 3,000 word paper focussing on your view of your professional development throughout the course. Whilst the paper is reflective in nature, you are asked to demonstrate the capacity for self-observation that is a key aspect of experiential learning, and to relate this to your experience of the course as a whole (ie across both years). The main task of this, the Professional Development Paper, is to describe and evaluate what you have learned in the course as a whole, and to describe this in terms of learning from experience.

You will also consider how your practice has changed within your work setting. It is important for all students to respect the confidentiality of fellow students when writing about their experience of the course, whether in relation to the experiential group, or to work discussion seminars and theory groups.

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Provide a reflective account of 'learning from experience' throughout the course, and the impact of this on their work and role within their organisation. The paper will strive to be reflective without being too revealing.
- Demonstrate the capacity to think about future professional development, including areas of practice where weaknesses can be identified.

#### **Unit 7 – Dissertation – Due 15 May 2012 (Leeds 16 May)**

A 14, 000 word dissertation on a topic of the student's choice. Students are nevertheless encouraged to select topics that are relevant to their current professional practice and work settings, and that are directly connected to the course focus ie adolescence and an applied psychoanalytic perspective.

The dissertation will include the following elements

- An extended literature review
- A piece of work relevant to the student's work setting (this may consist of material relating to the Work Discussion module of the course).
- A section reflecting on the process of researching, presenting and writing the dissertation.

**The following criteria will be used in order to assess the extent to which, in this piece of work, the student can:**

- Demonstrate a substantial knowledge and understanding of the relevant literature, including research where relevant, and/or show a capacity to contextualise or generalise findings from experience and observations within the work setting.
- Demonstrate the student's ability to apply aspects of the learning from the first two years of the course to an area of particular personal interest and professional relevance in the area of adolescence.
- Reflect a significant development in the student's work beyond that of the other submissions in Years 1 & 2.
- Provide evidence of a capacity to reflect on their professional practice and role and how this has developed over the duration of the course

### **Assessment Pro forma**

All copies of course work should be submitted for assessment with an assessment pro forma which should include the following:

#### **Section 1: Title page completed by the student giving:**

Student number  
Unit/Assignment name  
Unit/Assignment number  
Title of Work  
Submission date  
Seminar leader's name  
Word Count

#### **Section 2: A duplicate of the title page completed by the student giving:**

All of the above information  
A statement as follows:

'I confirm that no part of this assignment, except where clearly quoted and referenced, has been copied from material belonging to any other person e.g. from a book, the internet, handout, another student. I am aware that it is a breach of UEL regulations to copy the work of another without clear acknowledgement and that attempting to do so renders me liable to disciplinary proceedings.'

Signature  
Name in full

#### **Section 3: Written feedback pro forma for completion by the marker giving:**

Good points about the piece of work  
Areas for improvement  
General comments  
Mark

Section 1 will be attached to all copies of the course work at all times.  
Section 2 will be detached from the course work by the course administrator when the work is handed and all copies will be sorted securely by unit and alphabetical order  
Section 3 will be collated, together with sections 1 and 2, by the course administrator prior to the pre-board meeting of the course team.

Copies of the pro forma can be e-mailed by course administrators or downloaded as follows:

[www.tavi-port.org/intranet](http://www.tavi-port.org/intranet) - or from the courses section of the website [www.tavi-port.org/](http://www.tavi-port.org/) Tavistock Clinic Courses and professional Training/ information for trainees and students

The Tavistock & Portman NHS Trust  
&  
University of East London  
Assessment Proforma

Note to students: Please complete section 1 & 2 of this proforma and attach copies of these to all individual items of course work. All items submitted should have an original signature appearing on section 2.

Section 1: Title Page:

Student number:  
(UEL student number noted on student card)

Unit/Assignment name:  
(As noted in course handbook)

Unit/Assignment number:  
(As noted in course handbook)

Title of Work:

Date of Submission:  
(dd/mm/yyyy)



**MA Supervision Record Form Pro Forma**

**University of East London and  
Tavistock & Portman NHS Foundation Trust**

RECORD OF DISSERTATION SUPERVISION

Student Name: .....

Date:	Purpose of Meeting:	Notes:	Actions:

## Course Unit Specifications

### Post Graduate Certificate Unit Specifications

<b>Unit Title: Adolescent Development</b>	
<b>Unit Code: Unit 1 Adolescent Development</b> <b>Level: M</b> <b>Credit: 20 credits</b> <b>ECTS credit: 10</b>	<b>Unit Leader:</b> <b>Lydia Hartland-Rowe</b> <b>Jason Kaushal (Leeds)</b>  <b>Additional Tutors</b> <b>Susie Godsil (Leeds)</b>
<b>Pre-requisite: N/A</b>	<b>Excluded Combination: N/A</b>
<b>Main Aim(s) of the Unit:</b> <ul style="list-style-type: none"><li>• To provide an understanding of basic psychoanalytic concepts and their application to adolescent development</li><li>• To develop an understanding of the internal world of the adolescent and the developmental tasks of this phase</li><li>• To provide an understanding of the physical changes of puberty</li><li>• To develop an understanding of the interaction between the adolescent and the family</li><li>• To develop a critical understanding of how ethnicity and culture influence adolescent development</li></ul>	
<b>Main Topics of Study:</b> <p>Definitions of adolescence; the impact of puberty; core psychoanalytic concepts and their application to adolescent development; the adolescent in the family; the adolescent as a rebel; culture, ethnicity and the developing adolescent; adolescent development and psychopathology</p>	

**Learning Outcomes for the Unit****At the end of this Unit students will:****Knowledge**

- 1) Demonstrate an understanding of the physical changes of puberty, of basic psychoanalytic concepts and their application to adolescent development
- 2) Demonstrate a critical understanding of family dynamics during adolescence and then how ethnicity and culture influence development

**Thinking Skills**

- 3) Demonstrate a critical understanding of the process of development in adolescence and the capacity to link this critically with psychoanalytic theory

**Subject based practical skills**

- 4) Demonstrate the capacity to analyse and apply appropriately key psychoanalytic concepts to ordinary adolescent development

**Skills for life and work (general skills)**

- 5) Demonstrate the capacity to critically evaluate the understanding gained from psychoanalytic theory, to differentiate more ordinary adolescent development from the presence of psychological difficulties in adolescence, leading to serious psychopathology

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures and Discussions

**Assessment methods, which enable student to demonstrate the learning outcomes for Unit 1.****Weighting:****Academic Requirements:  
Students are required to submit:****An essay of 2,500 Words – Due 13 March 2012 (Leeds 14 March)**

You will write an essay in which you demonstrate the capacity to apply basic psychoanalytic concepts (*as encountered through course reading and lectures*) to adolescent development, and an understanding of the interaction between physical and psychological development. You will demonstrate the capacity to discuss the tasks of adolescence as understood from a psychoanalytic perspective, family dynamics during adolescence and the importance of cultural and ethnic factors.

**Assessment Criteria**For details of Assessment Criteria see **p 27****Comprehensive reading list and detailed syllabus will be made available at the start of the unit****Indicative Reading for this Unit:**

Waddell, M.

Inside Lives

<p>Hindle, D and Viago Smith, M                      Personality Development</p> <p>Trowell, J (joint ed).                                      The emotional needs of young children and their families. Using psychoanalytic ideas in the community</p> <p><b>NB In addition, please see Appendix 1 for core reading relating across all units</b></p>	
<p><b>Indicative Teaching and Learning Time (10 hrs per credit):</b></p>	<p><b>Activity</b></p> <p><b>200 hours</b></p>
<p><b>Student/Tutor Contact Time:</b></p> <p><b>50 Hours</b></p>	<p><b>Activity:</b></p> <p>Class Contact                      30</p> <p>Assessment                              20</p>
<p><b>Student Learning Time:</b></p> <p><b>150 Hours</b></p>	<p><b>Activity:</b></p> <p>Private study                              150</p>

<b>Unit Code: Unit 2 Work Discussion</b>  <b>Level: M</b>  <b>Credit: 20 credits</b>  <b>ECTS credit: 10</b>	<b>Unit Leader:</b> <b>Lydia Hartland-Rowe</b> <b>Jason Kaushal (Leeds)</b>  <b>Additional Tutors:</b>  <b>Kate Stratton (London)</b> <b>Fionnuala Frances (Leeds)</b> <b>Jo Miley (Leeds)</b>
<b>Pre-requisite: N/A</b>	<b>Excluded Combination: N/A</b>
<p><b>Main Aim(s) of the Unit:</b></p> <ul style="list-style-type: none"> <li>• To develop skills in detailed observation and recording of interaction with young people.</li> <li>• To develop your skills in understanding your own emotional reactions to your clients, and to be able to begin to develop an understanding of the clients' impact on you. To begin to use this understanding to make formulations about the processes at work in the relationship.</li> <li>• To develop your skills in understanding the communications of adolescents and their family members.</li> <li>• To develop further understanding of your employment with young people in terms of the role and function you have in your work role within your agency and organisation (and thus within the requirements of social policy and legislation).</li> <li>• To promote sensitivity to cultural, racial and gender differences and their impact on the relationship between worker and client.</li> <li>• To develop your skills in assessing, reviewing and evaluating your work in role with young people and their families in your role.</li> <li>• To make assessments of interaction between worker and client as well as and the young people's communication and needs within a psychodynamic theoretical framework.</li> </ul> <p><b>Main Topics of Study:</b></p> <p><b>The theory of the discipline of work discussion and the use of applied psychoanalytic thinking</b></p> <p><b>The development of observation and self-reflective skills in preparing work discussion presentations</b></p> <p><b>The application of a psychoanalytic framework to individual accounts of interactions as experienced, observed and described by individual students</b></p>	

## Learning Outcomes for the Unit

At the end of this Unit students will:

### **Knowledge**

- 1) Be able to place the understanding of the relationship with the young person within a psychodynamic theoretical framework, and in particular to be able to understand and where appropriate use meaningfully terms including transference and counter transference; projection and projective identification; internal world; container-contained.
- 2) Have greater understanding of the importance of observation and self-reflection in practice with adolescents
- 3) Demonstrate the capacity to pay appropriate attention to issues of difference and to maintain a thoughtful anti oppressive standpoint.

### **Thinking skills**

- 4) Demonstrate the capacity to engage and communicate with the young person, and to be able to sustain the relationship.

### **Subject-based practical skills**

- 5) Demonstrate the capacity to record in detail the interactions between yourself and the adolescent, and be able to show how the examination of such material can enhance understanding of individual adolescents
- 6) Demonstrate the capacity to make effective assessments, and appropriate interventions based on this understanding.

### **Skills for life and work (general skills)**

- 7) Demonstrate the capacity to understand and make use of the emotional dynamics of the professional relationship.
- 8) Demonstrate knowledge and understanding of the parameters of the therapeutic role with adolescents and to have a greater range of responses available to you in working with the adolescent himself and in making appropriate decisions with and for a young person.

## Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

The 'work discussion' format is a small seminar group in which group discussion of individual work is introduced by the reading of a detailed recording of a piece of work with a young person. Students are expected to be employed on a paid or voluntary basis in a relevant professional setting for the duration of the academic year.

## Assessment methods which enable student to demonstrate the learning outcomes for Unit 2.

### **Academic Requirements:**

Students are required to submit:

A Work Discussion paper of 3000 words. **Due 12 June 2012 (Leeds 13 June)**

You will write a paper in which you describe a piece of work in which you have been engaged during the year and have brought to the work discussion seminar. The paper will demonstrate your learning from the module as a whole, and you will illustrate this with examples of your work with an individual young person. The study will describe the context and setting of the work, analyse

## Weighting:

your own role in the work, and will:-		
<b>Assessment Criteria</b>		
For further details of Assessment Criteria see <b>p 27</b>		
<b>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</b>		
<b>Indicative Reading for this Unit:</b>		
Rustin, Margaret jt. Editor Work discussion. Learning from reflective practice in work with children and families. Karnac, 2008		
*Salzberger-Wittenberg, I. (1970) Psychoanalytic Insight and Relationships. A Kleinian Approach. London: Routledge & Kegan Paul.		
Trowell, J (joint ed). The emotional needs of young children and their families. Using psychoanalytic ideas in the community		
<b>NB In addition, please see Appendix 1 for core reading relating across all units</b>		
<b>Indicative Teaching and Learning Time (10 hrs per credit):</b>	<b>Activity</b> 200 hours	
<b>Student/Tutor Contact Time:</b>  <b>50 hours</b>	Activity Class contact: 30 Assessment 20	

<b>Unit 3 Title:</b> <b>Psychoanalytic Theory and its Application to Adolescent Psychopathology and Work with Young People (Term 2 and 3)</b>	
<b>Unit Code: Unit 3 Psychoanalytic Theory</b>  <b>Level: M</b>  <b>Credit: 20 credits</b>  <b>ECTS credit: 10</b>	<b>Unit Leader:</b> <b>Lydia Hartland-Rowe</b> <b>Jason Kaushal (Leeds)</b>
<b>Pre-requisite: N/A</b>	<b>Excluded Combination: N/A</b>
<b>Main Aim(s) of the Unit:</b> <ul style="list-style-type: none"> <li>• To develop a critical understanding of the psychodynamic theoretical framework and its application to psychological problems during adolescence.</li> <li>• To develop a capacity to critically evaluate the application of the psychodynamic theoretical framework to work with young people presenting with psychological difficulties.</li> <li>• To have a critical understanding of the application of psychoanalytic theory to specific difficulties in adolescence, including depression, attempted suicide, psychotic and borderline states, eating disorders, offending, difficulties in family relationships, and difficulties relating to gender, sexuality and abuse.</li> </ul>	
<b>Main Topics of Study:</b>  <b>Difficulties in adolescent development such as depression, eating disorders, ADHD, anti-social behaviour, learning disabilities, trauma and suicidality, as understood from a psychoanalytic perspective.</b>  <b>Models of treatment and engagement with adolescents including the assessment of risk, work in a family context, therapeutic relationships with adolescents, groups and group work, the adolescent offender, residential treatment, the impact on the worker.</b>	
<b>Learning Outcomes for the Unit</b>  <b>At the end of this Unit students will:</b>  <b>Knowledge</b> 1.Demonstrate a detailed, critical understanding of the psychoanalytic framework in relation to its application to work with young people with psychological difficulties.  <b>Thinking skills</b> 2.Demonstrate a critical understanding of the development of psychological difficulties in adolescence and the capacity to link this critically with psychoanalytic theory.  <b>Subject-based practical skills</b>  3.Demonstrate the capacity to analyse and apply appropriately key psychoanalytic concepts, including transference, counter transference, projection and projective identification; defence; internal world; container-contained.  <b>Skills for life and work (general skills)</b> 4.Demonstrate the capacity to critically evaluate the understanding gained from psychoanalytic	



theory, 'normal' development in adolescence and specific difficulties in adolescence, including depression, attempted suicide, psychotic and learning disabilities, eating disorders, offending, difficulties in family relationships, and difficulties relating to sexuality and abuse.

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

Lectures and Discussions

**Assessment methods, which enable student to demonstrate the learning outcomes for Unit 3.**

**Weighting:**

**Academic Requirements:**

**Students are required to submit:**

**An essay of 2,500 Words – Due 12 June 2012 (Leeds 13 June)**

You will write an essay in which you demonstrate the capacity to develop theoretical discussion based on psychodynamic thinking, using your understanding of course reading and lectures. You will show that you have understood key conceptual terms as presented and discussed within the theory module. You will show that you have some understanding of the relevance of these terms to particular practical applications and models of treatment with young people as described in the reading and lectures, not in reference to your own practice. You are expected to choose a focus such as those featuring in Term 2 and 3 of the theory module and will support your discussion with reference to course reading and lectures.

**Assessment Criteria**

For details of Assessment Criteria see p 27

**Comprehensive reading list and detailed syllabus will be made available at the start of the unit**

**Indicative Reading for this Unit:**

Anderson, R. & Dartington, A. (1998) Facing it Out. London: Duckworth.

Briggs, S. (2002) Working with Adolescents: a contemporary psychodynamic (See Appendix 1)

**NB In addition, please see Appendix 1 for core reading relating across all units**

<b>Indicative Teaching and Learning Time (10 hrs per credit):</b>	<b>Activity</b>  <b>200 hours</b>
<b>Student/Tutor Contact Time: 50 Hours</b>	<b>Activity:</b> Class Contact 30 Assessment 20
<b>Student Learning Time: 150 Hours</b>	<b>Activity:</b> Private study 150

## Post Graduate Diploma Unit Specifications

<b>Unit Title:</b> ADVANCED PSYCHOANALYTIC THEORY AND ITS APPLICATION TO WORK WITH YOUNG PEOPLE (3 terms)	
<b>Unit Code:</b> Unit 4 ADVANCED PSYCHOANALYTIC THEORY AND ITS APPLICATION TO WORK WITH YOUNG PEOPLE (3 terms)  <b>Level: M</b>  <b>Credit: 20 credits</b>  <b>ECTS credit: 10</b>	<b>Unit Leader:</b>  Lydia Hartland-Rowe Jason Kaushal (Leeds)
<b>Pre-requisite:</b> N/A	<b>Excluded Combination:</b> N/A
<b>Main Aim(s) of the Unit:</b> <ul style="list-style-type: none"> <li>• To develop a critical understanding of the psychoanalytic theoretical framework, and its application to development from puberty to young adulthood.</li> <li>• To develop a critical understanding of the dynamics of organisations and how these impact on therapeutic work with young people.</li> <li>• To have a critical understanding of the application of psychoanalytic theory to specific difficulties in adolescence, focusing on suicide, eating disorders, violence and anti-social behaviour, trauma and abuse.</li> <li>• To develop a critical understanding of the application of psychoanalytic ideas to clinical practice in a variety of service contexts.</li> <li>• To develop an awareness of research relevant to adolescent development and therapeutic interventions with adolescents.</li> </ul>	
<b>Learning Outcomes for the Unit</b>  <b>At the end of this Unit students will:</b>  <b>Knowledge</b> <ol style="list-style-type: none"> <li>1) Demonstrate the capacity to analyse and apply appropriately key psychoanalytic concepts to therapeutic practice and an understanding of the organisation you work in.</li> </ol> <b>Thinking skills</b> <ol style="list-style-type: none"> <li>2) Be able to describe the process of development in adolescence and ground this in a critical appraisal of relevant psychoanalytic theory.</li> </ol> <b>Subject-based practical skills</b> <ol style="list-style-type: none"> <li>3) Demonstrate the capacity to critically evaluate the understanding gained from psychoanalytic theory, 'normal' development in adolescence and specific difficulties in adolescence.</li> </ol> <b>Skills for life and work (general skills)</b> <ol style="list-style-type: none"> <li>4) Demonstrate a detailed, critical understanding of the psychoanalytic framework in relation to its application to work with young people.</li> </ol>	

<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b></p> <p>Teaching and Learning Methods for this module consist of theoretical seminars presented in London by senior members of staff in the Adolescent Department of the Tavistock Clinic and in Leeds by others who have a particular area of expertise and specialist knowledge. Each seminar will involve a group discussion of set papers and may include a brief presentation by the seminar leader or by nominated students.</p>	
<p><b>Assessment methods which enable student to demonstrate the learning outcomes for Unit 4.</b></p> <p>You will write an essay in which you demonstrate the capacity to develop a theoretical discussion based on psychoanalytic thinking and to apply this to your current work with young people. You will demonstrate your understanding of conceptual terms and the relevance of these terms to particular practical applications in your work setting.</p> <p><b>Academic Requirements:</b> Students are required to submit:</p> <p>Essay: 3500 words - <b>due 13 March 2012 (Leeds 14 March)</b></p> <p><b>Assessment Criteria</b></p> <p><b>For details of Assessment Criteria see p 27</b></p> <p><b>Assessment Criteria 1-3: All Equal Weighting</b></p>	<p><b>Weighting:</b></p>
<p><b>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</b></p> <p><b>Indicative Reading for this Unit:</b></p> <p><b>NB In addition, please see Appendix 1 for core reading relating across all units</b></p>	
<p><b>Indicative Teaching and Learning Time (10 hrs per credit):</b></p>	<p><b>Activity</b></p> <p>200 hours</p>
<p><b>Student/Tutor Contact Time:</b></p>	<p>Activity</p> <p>Class Contact 40 Assessment 20</p>
<p><b>Student Learning Time:</b></p> <p><b>140 hours</b></p>	<p>Activity:</p> <p>Private Study 140</p>

<b>Unit Code: Unit 5 Work Discussion 2</b>  <b>Level: M</b>  <b>Credit: 20 credits</b>  <b>ECTS credit: 10</b>	<b>Unit Leader:</b> Lydia Hartland-Rowe Jason Kaushal (Leeds)
<b>Pre-requisite: N/A</b>	<b>Excluded Combination: N/A</b>
<b>Main Aim(s) of the Unit:</b> <ul style="list-style-type: none"> <li>• To further develop your skills in understanding your own emotional reactions to your clients, and to be able to begin to develop an understanding of the clients' impact on you. To begin to use this understanding to make formulations about the processes at work.</li> <li>• To further develop skills in detailed observation and recording of interaction with young people.</li> <li>• To develop further understanding of your employment with young people in terms of the role and function you have in your work role within your agency and organisation (and thus within the requirements of social policy and legislation).</li> <li>• To develop a more sophisticated understanding of the impact of unconscious processes on the groups and institutions in which your work takes place</li> <li>• To promote sensitivity to cultural, racial and gender differences and their impact on the relationship between worker and client.</li> <li>• To further develop your skills in understanding the communications of adolescents and their family members.</li> <li>• To further develop your skills in assessing, reviewing and evaluating work with young people and their families.</li> <li>• .To make more sophisticated assessments of interaction between worker and client as well as and the young people's communication and needs within a psychodynamic theoretical framework.</li> </ul>	

## Learning Outcomes for the Unit

At the end of this Unit students will:

### **Knowledge**

1. Be able to place the understanding of the client within a psychodynamic theoretical framework, and to be able to make constructive use of key psychoanalytic concepts including transference and counter transference; projection and projective identification; internal world; container-contained.
2. Be able to understand with greater sophistication the processes at work in the institutional setting in which your role is undertaken
3. Demonstrate a more developed capacity to pay appropriate attention to issues of difference and to maintain a thoughtful anti oppressive standpoint.

### **Thinking skills**

4. Demonstrate a greater capacity to engage and communicate with the young person, and to be able to sustain the relationship.

### **Subject-based practical skills**

5. Demonstrate a more developed capacity to record in detail the interactions between yourself and the adolescent client, and be able to show how the examination of such material can enhance understanding of individual adolescents
6. Demonstrate a more developed capacity to make effective assessments, and appropriate interventions based on this understanding.

### **Skills for life and work (general skills)**

7. Demonstrate a more developed capacity to understand and make use of the emotional dynamics of the professional relationship.
8. Confidently demonstrate knowledge and understanding of the parameters of therapeutic relationships with adolescents and to have a greater range of responses available to you in working with the adolescent himself and in making appropriate decisions with and for a young person.

### **Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

The 'work discussion' format is a small seminar group in which group discussion of an interaction with a young person, in a professional role. It is introduced by the reading of a detailed recording of a piece of work with a young person. Students are expected to be employed on a paid or voluntary basis in a relevant professional setting for the duration of the academic year.

### **Assessment methods which enable student to demonstrate the learning outcomes for Unit 5.**

#### **Academic Requirements:**

Students are required to submit: **due 12 June 2012 (Leeds 13 June)**

You will write a 3,000 word paper based on an experience within your work role with a young person/young people, in which you have been engaged during the year or two years of the course. This can be work with an individual, family or group but where there is a relationship/are relationships between yourself and a young person or young people. The paper will describe the context and

### **Weighting:**

<p>setting of the work, and will analyse your own role in the work. It will give an account of the way in which you have learned to make use of an applied psychoanalytic perspective in a working relationship with a young person/young people.</p> <p><b>Assessment Criteria</b></p> <p>For details of Assessment Criteria see. <b>p 27</b></p>							
<p><b>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</b></p> <p><b>Indicative Reading for this Unit:</b></p> <p>Bower, M.(ed)                      Psychoanalytic Theory for Social Work Practice, Routledge, 2005.</p> <p><b>NB In addition, please see Appendix 1 for core reading relating to all units</b></p>							
<p><b>Indicative Teaching and Learning Time (10 hrs per credit):</b></p>	<p><b>Activity</b></p> <p><b>200 hours</b></p>						
<p><b>Student/Tutor Contact Time:</b></p> <p><b>100 Hrs</b></p>	<p>Activity</p> <table> <tr> <td>Class contact</td> <td>40</td> </tr> <tr> <td>Client Contact</td> <td>40</td> </tr> <tr> <td>Assessment</td> <td>20</td> </tr> </table>	Class contact	40	Client Contact	40	Assessment	20
Class contact	40						
Client Contact	40						
Assessment	20						
<p><b>Student Learning Time:</b></p> <p><b>100 Hrs</b></p>	<p>Activity:</p> <table> <tr> <td>Recording and private study</td> <td>100</td> </tr> </table>	Recording and private study	100				
Recording and private study	100						

<b>Title: Experiential Learning (3 terms)</b>	
<b>Unit Code: Unit 6 Experiential Learning (3 terms)</b>  <b>Level: M</b>  <b>Credits: 20</b>  <b>ECTS credit: 10</b>	<b>Unit Leader:</b> <b>Lydia Hartland-Rowe</b> <b>Jason Kaushal (Leeds)</b>
<b>Pre-requisite: N/A</b>	<b>Excluded Combination: N/A</b>
<b>Main Aim(s) of the Unit:</b> <ul style="list-style-type: none"> <li>• To obtain a more personal and emotionally 'live' understanding of the psychoanalytic concepts being discussed on the course through experiencing and exploring the interactions that arise in groups and each individual's part in them.</li> <li>• To enable students to gain an informed understanding of the impact on them as individuals of their work with adolescents in a way that can enrich their working practice.</li> <li>• To develop a sophisticated capacity to observe and reflect on experience and learn from it, in a group context, and to apply this to work with young people</li> </ul>	
<b>Learning Outcomes for the Unit</b>  <b>At the end of this Unit students will:</b>  <b>Knowledge</b> <ol style="list-style-type: none"> <li>1) Be able to recognise, identify and actively explore unconscious processes in the groups in which they participate (and their part in them) whether in their work or on the course</li> </ol> <b>Thinking skills</b> <ol style="list-style-type: none"> <li>2) Be able to reflect on and think critically about their own part in group processes</li> </ol> <b>Subject-based practical skills</b> <ol style="list-style-type: none"> <li>3) Have the capacity to observe, recognise and understand the unconscious processes that occur in groups</li> </ol> <b>Skills for life and work (general skills)</b> <ol style="list-style-type: none"> <li>4) Demonstrate critical insight into their own contributions to group processes as they occur, and to be aware of their own areas for development.</li> </ol>	
<b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b>  Experiential group work will be a central part of this unit, either in the form of regular experiential group meetings, or in other concentrated forms of experiential group learning taking place over the	

three terms.

The method of learning is experiential, which means learning from the student's immediate experience of a group. Consultancy for any experiential group learning is provided at all times by suitably experienced tutors to facilitate this learning process. Students who are not familiar with this style of learning may find it strange at first, as seminar leaders will offer observations and hypotheses about group process rather than direct teaching, with which members will be more familiar.

Experiential group learning is *not* aimed at providing therapeutic support for students, although students are likely to have a live emotional experience, from which they can learn and relate to their work with young people. The course organiser is happy to assist any student with finding a personal therapist should the need/interest arise. The work of the experiential group is held within boundaries of confidentiality in order to protect the privacy of fellow students, but as it is a study group with an academic purpose and not a therapy or support group students should feel able to speak to their personal tutor or the course organiser regarding their own experience in the group. Usually, when difficulties arise, the first point at which they should be addressed is within the group itself.

Experiential group learning is considered to be a core component of the course, and 100% attendance is expected, although in exceptional circumstances a minimum of 75% may be accepted.

Experiential group learning has two explicit tasks:

- To reflect on the unconscious processes arising in the group and to gain a better understanding of how the student operates in a small group.
- To provide a forum for students to reflect on the emotional impact of working with young people and their families

Students are invited to experience and learn at first hand about the processes that influence individuals and groups when they work together. Obviously the exact nature of the learning cannot be known about in advance but experiential group learning allows for the study of such issues as what happens at the beginning of a group's life, how group processes develop, leadership, followership, the contribution and roles of each member, competition, rivalry, boundaries, anti-task phenomena, group defences, inter and intra group behaviour, the effects of gender, culture and role differences, how a group copes with breaks and endings, etc....

**Assessment methods which enable student to demonstrate the learning outcomes for Unit 6.**

**Weighting:**

**The experiential group activities themselves are not assessed.** In order to preserve confidentiality, and thus allow the student to participate in this unit with freedom to experiment and explore, there are no detailed reports of progress, beyond confirming at the end of each term if the student has met the attendance requirements.

It is important, however, to find a way of assessing the extent to which students have developed their capacity to learn from emotional experience, which is a core aspect of the course, and which the experiential group can often help to clarify and focus for individual students.

For this reason the experiential group, *alongside other aspects of learning from experiences throughout the course as a whole*, will inform a piece of reflective writing focussing on your view of your professional development throughout the course.

The main task of this, the Professional Development Paper, is to describe and evaluate what you have learned in the course **as a whole**, and to describe this in terms of learning from experience. You will also consider how your practice has changed within your work setting. It is important for all students to respect the confidentiality of fellow students when writing about their experience of the



<p>course, whether in relation to the experiential group, or to work discussion seminars and theory groups.</p> <p><b>Academic Requirements:</b> Students are required to submit:</p> <p>A professional development paper of 3000 words - <b>due 12 June 2012 (Leeds 13 June)</b></p> <p>You will write a 3,000 word paper focussing on your view of your professional development throughout the course. Whilst the paper is reflective in nature, you are asked to demonstrate the capacity for self-observation that is a key aspect of experiential learning, and to relate this to your experience of the course as a whole (ie across both years). The main task of this, the Professional Development Paper, is to describe and evaluate what you have learned in the course as a whole, and to describe this in terms of learning from experience.</p> <p>You will also consider how your practice has changed within your work setting. It is important for all students to respect the confidentiality of fellow students when writing about their experience of the course, whether in relation to the experiential group, or to work discussion seminars and theory groups.</p> <p><b>Assessment Criteria</b></p> <p><b>For details of Assessment Criteria see p27</b></p>	
<p><b>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</b></p> <p>Bion, W. (1961) Experiences in Groups and Other Papers. London: Tavistock.</p> <p>Obholzer, A. &amp; Roberts, V. (Eds) (1994) The Unconscious at Work: individual and organisational stress in the human services. London: Routledge.</p> <p><b>NB In addition, please see Appendix 1 for core reading relating across all units</b></p>	
<p><b>Indicative Teaching and Learning Time</b></p>	<p><b>Activity</b></p> <p><b>200 hours</b></p>
<p><b>Student/Tutor Contact Time:</b></p> <p><b>180 Hours</b></p>	<p>Activity</p> <p>Contact Hours 38</p> <p>Relevant Professional Practice 142</p>
<p><b>Student Learning Time:</b></p> <p><b>20 Hours</b></p>	<p>Activity</p> <p>Private Study 20</p>

## MA Dissertation Unit Specification

<b>Unit Title: Dissertation</b> (term 1 & 2)	
<b>Unit Code: Unit 7 Dissertation</b> (term 1 & 2) <b>Level: M</b> <b>Credit: 60 credits</b> <b>ECTS credit: 30</b>	<b>Unit Leader:</b> <b>Lydia Hartland-Rowe</b> <b>Jason Kaushal (Leeds)</b>
<b>Pre-requisite: N/A</b>	<b>Excluded Combination: N/A</b>
<b>It is a minimum entitlement for all students studying on UEL-Tavistock M Level courses to receive 3 individual dissertation supervisions</b>	
<b>Main Aim(s) of the Unit:</b> <ul style="list-style-type: none"> <li>• Support the student in identifying where their experiential knowledge of psychoanalytic perspectives on work with adolescents can be used as a source of research evidence</li> <li>• Support the student's capacity to develop an argument and to undertake appropriate research activity through critically appraising their learning, the literature, and the impact their study has had on working practice and their organisation where relevant.</li> <li>• Encourage the student to identify wider applications of their learning and knowledge of the literature beyond their own immediate practice.</li> </ul>	
<b>Main Topics of Study:</b> <p><b>In Year 3</b>  Term 1, attendance will be restricted to:</p> <ul style="list-style-type: none"> <li>• 7 workshops aimed at supporting the process of researching and writing up the dissertation.</li> <li>• Academic supervision meetings (individual) to be held at a time convenient to the supervisor and student. There will be up to four hours of face-to-face contact and the supervisors will read and comment on up to two drafts of the dissertation</li> </ul> <p>Term 2 requires minimal formal attendance: meetings with dissertation supervisors will be arranged individually. The majority of the time is dedicated to completion of the academic portfolio. Group tutorials can be arranged with the students in response to need.  Term 3: the dissertation will be submitted in Term 3.</p>	
<b>Learning Outcomes for the Unit</b> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1) A developing understanding of the complexity of emotional processes at work in adolescence and of factors that influence development, and on how this can be used as evidence in exploring a research question</li> </ol> <p><b>Thinking skills</b></p> <ol style="list-style-type: none"> <li>2) The ability to be more reflectively effective in work roles with young people, and to</li> </ol>	

<p>identify and explore applications beyond immediate practice</p> <p><b>Subject-based practical skills</b></p> <p>3) The ability to write clearly and to gather knowledge together from different , including experiential learning as a source of research material, and make links to psychoanalytic perspectives on adolescence</p> <p>4) The ability to write about experiential learning and self-reflective practice in relation to work with adolescents</p> <p><b>Skills for life and work</b></p> <p>5) The ability to communicate clearly to colleagues, other learners and policy makers about the importance of understanding the emotional communications of adolescents and the impact on settings and roles</p>	
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b></p> <p>Attendance in year 3 consists of individual and group tutorials</p>	
<p><b>Assessment methods which enable student to demonstrate the learning outcomes for Unit 7.</b></p> <p><b>Academic Requirements:</b> Students are required to submit:</p> <p>A 14,000 word dissertation -Due <b>15 May 2012 (Leeds 16 May)</b></p> <p>To be awarded the MA students shall have passed Years 1 &amp; 2 successfully. Additionally, they will submit a dissertation of 14,000 words on a topic of the student's choice. Students are nevertheless encouraged to select topics that are relevant to their current professional practice and work settings, and that are <i>directly connected to the M33 programme ie where the focus is adolescence and an applied psychoanalytic perspective.</i></p> <p>The dissertation will include the following elements</p> <ul style="list-style-type: none"> <li>• An extended literature review</li> <li>• A piece of work relevant to the student's work setting (this may consist of material relating to the Work Discussion module of the course).</li> <li>• A section reflecting on the process of researching, presenting and writing the dissertation.</li> </ul> <p><b>Assessment Criteria</b></p> <p><b>For details of Assessment Criteria see p27</b></p>	<p><b>Weighting:</b></p>
<p><b>Comprehensive reading list and detailed syllabus will be made available at the start of the unit</b></p> <p><b>Indicative Reading for this Unit:</b></p> <p>MIDGLEY, Nick et al. eds. Child psychotherapy and research. New approaches, emerging</p>	

findings, Routledge, 2009.	
RUSTIN, Michael	Research in the consulting room, Journal of Child Psychotherapy, 2003.
(See Appendix 1)	
<b>Indicative Teaching and Learning Time (10 hrs per credit):</b>	Activity
<b>Student/Tutor Contact Time:</b>	Activity Contact Hours                      12 hrs
<b>Student Learning Time:</b>	Activity: Private Study                              588 hrs

# Section Three

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**This section of the Handbook is arranged alphabetically to help you to find information easily. If you require more information about anything contained in this section of the Handbook, please contact the Trust's Quality Assurance and Enhancement Office.**

## **Academic Appeals**

Students are advised to consult this website for up to date regulations on the assessment appeal process.

(<http://www.uel.ac.uk/qa/manual/documents/PART7-Appeals2010.doc>)

## **Academic Integrity Policy (Tavistock - UEL)**

### ***Rationale***

As a learning community, we recognise that the principles of truth, honesty and mutual respect are central to the pursuit of knowledge. Behaviour that undermines those principles diminishes us, both individually and collectively, and devalues our work. We are therefore committed to ensuring that every member of our University is made aware of the responsibilities s/he bears in maintaining the highest standards of academic integrity and of the steps we take to protect those standards.

Our determination that students should know and understand academic good practice is matched by our resolve that academic malpractice should not prosper. Accordingly, we have adopted a balanced approach, providing support to enable students to acquire knowledge and skills to maintain academic integrity and a comprehensive set of Assessment Offence Regulations to protect academic integrity.

Our regulations define an assessment offence as “any action or behaviour likely to confer an unfair advantage in assessment, whether by advantaging the alleged offender or disadvantaging (deliberately or unconsciously) another or others”

The most common breach of academic integrity is referred to as plagiarism (other offences against academic integrity are defined within our assessment offence regulations). Plagiarism is where an author uses, *without due acknowledgement and/or relevant permission*, material that someone else created. Our objection to plagiarism, is not simply that it amounts to theft. Of equal importance, is the understanding that plagiarism devalues creativity and undermines effective learning..

As well as defining those behaviours we find unacceptable, our Assessment Offence Regulations describe the process to be followed where an offence is suspected and set out the penalties that will be imposed where an offence is found to have been committed.

### ***Ownership***

We will produce and/or periodically review the following:

1. A Policy Statement
2. Our Assessment Offence Regulations
3. Guidance to staff on academic integrity
4. Guidance to students on academic integrity
5. Our Student Charter
6. Resources on our web site

### ***Principles of our academic integrity policy***

The principles of our academic integrity policy are as follows: Each of us takes responsibility for our own work

1. We treat the work of others with respect and in accordance with good academic practice.
2. We recognise that not all of our students will be familiar with such practice and we are committed to providing support in a variety of ways, so that they are able to learn the skills necessary for academic success.
3. Our teaching and support staff will reinforce these learning opportunities by exhibiting and promoting academic integrity in all areas of their professional practice.
4. Teaching staff will be encouraged to design assessments that minimise the opportunity to breach academic integrity.

5. Students' understanding of good practice in the referencing and acknowledgment of the work of others will be tested and certificated within the first semester of their studies.
6. A student who has passed the test (see 6 above) will have no justifiable excuse for any subsequent offence of plagiarism
7. No credit will be awarded to any work that breaches our regulations
8. All proven offences will be penalised and anyone found guilty of an offence will be required to attend an additional training session.
9. We will organise an annual academic integrity awareness campaign;
10. We will draw our assessment offence regulations to students' attention when they start their studies here and at the mid-point of each subsequent semester.

### **Academic Misconduct**

Students are advised to consult the following weblink for up to date regulations on academic misconduct.

<http://www.uel.ac.uk/qa/manual/documents/PART8-AcademicMisconductRegulations2010.doc>

### **Accreditation of Prior Learning**

**A)** Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning.

**B)** Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award

The Trust as a collaborative partner of UEL is required to have equivalent processes in place to receive and manage applications for either accredited experiential learning or accredited certificated learning. See Section 6.2 of our agreed Assessment Policy for UEL validated M level courses for the process by which such applications are considered and approved.

The APL /APEL application form is available from either the Course Organising Tutor or the Course Administrator.

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 (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 APL and that in the opinion of the Course Tutors, that the APL being applied for, does not disadvantage the student in terms of future learning on the course

### **Aegrotat and Posthumous Awards**

These may be conferred in accordance with the Manual of General Regulations and Policies (<http://www.uel.ac.uk/qa/manual/index.htm>)

### **Anonymous submission of coursework**

All written course work must be submitted anonymously basis using the UEL student number allocated to all students as an identifier. The number is noted on student cards or can be obtained from course administrator.

Coursework submitted for assessment must be accompanied by a cover sheet and signed declaration that the work is original and all references to the work of others has been properly acknowledge. Cover sheets and declarations can be downloaded from the student area on the website or course administrator.



NB Students should not substantially use the same material in more than one unit although it is appropriate to use illustrations made in presentations for the portfolio in other papers. Work that cannot be submitted on an anonymous basis for any reason will be double marked.

### **Arranging meetings with Tutors**

Because you are training in a working clinic where staff are engaged in clinical work as well as teaching, tutors may not always be available to see you without an appointment. It is therefore advisable to arrange to meet with tutors via your course administrator.

### **Assessment (General Information)**

#### ***Introduction***

The University of East London and the Tavistock and Portman NHS Foundation Trust have agreed a distinct Assessment Policy for all M level (PG Cert/PG Dip/MA) courses validated by the university. Full details of the policy can be found on our website [www.tavi-port.org/qualityassurance](http://www.tavi-port.org/qualityassurance)

On our website can also be found the agreed Academic Framework for UEL validated M level courses delivered by the Tavistock and Portman NHS Foundation Trust, both at the Tavistock Clinic in London and in outside/partner centres in United Kingdom and Overseas. This important document, as the title suggests, provides a framework housing the structure of our courses, postgraduate awards available, the classification of awards ,time limits for study, assessment and re-assessment, and details of compensation, intermission and extenuation.

An integral part of the Assessment Policy for M level courses noted above is an agreed assessment tariff for coursework, oral presentations and dissertations for all M level courses validated by the University of East London.

The rationale for the university introducing a tariff for summative assessment is to ensure comparability and fairness in assessment practice, a transparency of process for students and academic colleagues, and a reduction in assessment load. The agree tariff arises out of the university conducting a review of sector-wide practice.

The tariff comprises the maximum assessment load for a unit, lesser loads may be preferable.

Assessment Mode	Level M (20 credits per unit)
Coursework	4000 words
Oral Presentation (viva)	60 minutes
Dissertation	(a 60 credit unit) 14,000 words

*Note:*

As is the convention, the above word lengths do not include any ancillary data (observation reports for example; session notes; footnotes; bibliography; etc) included in the assessed script.

As stated in the Assessment Policy under 'Principles' a professional body accreditation requirement will override the maximum assessment load providing that the course team have stated the trust's case on word length adequately to the relevant body and been declined.

### **Assessment Board Membership**

A) Assessment Boards are responsible for:

Confirming eligibility for awards on the basis of accumulated credit  
Assuring appropriate standard of assessed units  
Ensuring any award-specific requirements have been met  
Conferring awards  
Formally implementing the decisions of the Extenuation Panel  
Noting credits achieved on the basis of accredited learning  
Noting Breaches of Regulations  
Awarding credit for units awarded by compensation

B) In an academic year each Trust Course will have at least one Assessment Board.

C) Where a course involves advanced independent research at level M during the summer period an Assessment Board will meet to award credit for the advanced independent research unit and to confer the Masters award.

The membership of the Assessment Boards comprises:

- Head of School or senior nominee i.e. Principal Lecturer or above (Chair)
- Course Organising Tutor
- Unit/Seminar Leaders
- Course External Examiners

In attendance:

- Secretary to the Board (Course Administrator)
- Trust Quality Assurance Officer

The university's *Academic Integrity Policy* which aims to ensure that every member of the university is made aware of the responsibility they bear in maintaining the highest standards of academic integrity can be consulted at (<http://www.uel.ac.uk/qa/manual/academic.htm>)

The trust is in compliance with the misconduct policy. An alleged misconduct is referred initially by the Course Organising Tutor to the trust's Quality Assurance and Enhancement office. The management of academic misconduct is the responsibility of the Trust's designated Responsible Officers, who will convene a *School Meeting* to address the alleged misconduct and where acceptance by the student occurs, an Academic Misconduct warning will be issued by the Organising Tutor and the piece of work concerned will be awarded a mark of 0%.

The student is informed that any further instance of academic misconduct is likely to lead to a serious penalty. The Trust Responsible Officer will be responsible for notifying the student formally of the outcome and retaining the record of the School Meeting.

Where the student denies academic misconduct the Organising Tutor will refer the matter to the Trust Head of Quality Assurance and Enhancement who in turn will inform the relevant Officer in the University of East London.

## Assessment Policy and Tariff (Tavistock – UEL)

### 1. Introduction

#### 1.1 Introduction and purposes of assessment

Assessment is a fundamental part of the student learning experience, and is the general description for a set of processes which measures the success of a student's education and learning. The trust-UEL Assessment Policy seeks to:

- actively promote student success and academic achievement
- provide clear, accurate, accessible information and guidelines to all staff and students on assessment
- maximise the potential for consistency and fairness in assessment
- locate assessment as an integral part of learning and teaching processes.

1.1.1 Assessment, from a student perspective, is the vehicle for obtaining feedback on progress in their learning, enabling them to improve. This is indicated in terms of:

- knowledge acquired
- skills gained, both generic and specific
- general understanding developed.

1.1.2 Assessment, for both staff and students, can be used to determine whether a student:

- has achieved the learning outcomes
- is ready to progress to a higher level
- has the capacity to demonstrate competence
- is able to qualify for an award.

1.1.3 Assessment, from a staff perspective:

- enables evaluation of the success of their input into the student learning experience
- provides an external measure of recognition for the public, the student, the employer and other stakeholders of a student's achievement (as determined by the award of credit or a qualification).

1.1.4 Assessment may be diagnostic, formative or summative - all assessment will contain one or more of these elements.

<sup>1</sup>The Assessment Policy is appropriate for all trust-UEL courses within the Academic Framework. Courses with permission from Academic Board to function outside the framework (e.g. credit ratings for units; use of terms rather than semesters; other Professional Body requirements) may have alternative arrangements approved by Academic Board.

#### 1.2 Principles of assessment

1.2.1 In order to serve the above purposes, assessment should be treated in accordance with the following principles and be:

- based on learning outcomes and assessment criteria
- integral to course design
- fair and free from bias
- valid, transparent and reliable
- timely and incremental
- consistent
- demanding yet manageable and efficient.

1.2.2 All documentation regarding assessment tasks, assessment criteria, submission deadlines, and any accompanying guidance, including information relating to the return of work, should be:

- clearly worded
- presented to students at the beginning of each unit
- published together in the relevant document.
- 

#### 1.3 Language of delivery and assessment

In addition to courses validated by the University of East London which are delivered in English, the trust has since the mid-1990s developed an effective precedent for delivery in a foreign language, which is in line with the Quality

Assurance Agency Code of Practice Section 6 Item 14. This states: “ The languages of assessment and study will be the same; if for any reason, this cannot be achieved, institutions must ensure that their academic standards are not consequently put at risk.

The courses delivered in another country are taught in the mother tongue and assessed work is submitted in that language; the markers are bilingual i.e. fluent in English and in the language of teaching and assessment. At least one external examiner appointed to the course is bilingual in the language of delivery and assessment and in English.

There are also specific and equitable arrangements for marking where a course is delivered in a language other than English – staff fluent in the other language will mark both English and the local language papers to ensure comparability of standards.

In instances where a non-local language speaker teaches on the course the respective partner institution will ensure that full translation and interpretation resources are provided.

## **2. Assessment Design**

### 2.1 Introduction to Assessment Design

2.1.1 Within courses, a variety of assessment tasks are used to provide flexibility for students and to assess students’ skills, knowledge and understanding.

2.1.2 Effective assessment design ensures that:

- assessment tasks enable students to demonstrate the learning outcomes detailed in the unit specification
- assessment tasks are efficient in terms of student and staff time
- assessment at all levels is both formative and summative
- each assessment task is accompanied by, and mapped to a set of assessment criteria which:
  - ensure assessment of the learning outcomes
  - are appropriate to the demands of the level of the assessment undertaken.

2.2 Relation of Assessment Tasks to Learning Outcomes All assessment tasks must be clearly mapped to identified learning outcomes.

2.2.1 Learning outcomes are devised at course and unit level.

Course level outcomes enable students to gain an overall understanding of their learning across the course.

Unit learning outcomes enable students to gain an appreciation of what will be learned by the end of the unit.

2.2.2 Learning outcomes should be monitored to ensure that they: are each described as specifically as possible in terms of what the student will be able to do, know and/or understand

have been devised according to the appropriate subject benchmark statement  
are set at the appropriate level for the unit/course.

### 2.3 Assessment Criteria

2.3.1 A student’s performance should be marked and graded according to pre-specified and clear assessment criteria. These may be devised as separate marking and grading criteria, or as one combined set of assessment criteria. Assessment criteria should:

- be given to students with the assessment task (plus any guidance on what the markers expect the student to address when undertaking the assessment task)
- examine whether learning outcomes have been met by the student, and whether this has been addressed by the markers
- be set at the required standard and level for the unit
- reflect the published aims and learning outcomes
- be of a comparable standard to equivalent awards elsewhere in the UK, and in keeping with appropriate subject benchmark statements.

### 2.4 Levels of Assessment: Qualification descriptors

2.4.1 Qualification descriptors are used to ensure consistency and equity. These have been presented by The Quality Assurance Agency within 'The framework for higher education qualifications in England, Wales and Northern Ireland – January 2001' and identify the characteristics and context of learning expected at each level, against which specific learning outcomes and assessment criteria are derived

2.4.2 Learning outcomes and assessment criteria reflect the appropriate level specified by the qualification descriptors, and reflect increasing levels of demand, complexity and depth of study.

## 2.5 Review of Assessment Tasks

2.5.1 The trust should have effective mechanisms in place for reviewing and monitoring assessment processes. These will ensure that activities are appropriate, and are not excessive for students or staff. The monitoring and review processes might be undertaken by a Course Organising or Staff meeting. The following should be considered to ensure that:

- learning processes within the unit are adequately represented within all assessment tasks
- assessment tasks are appropriate and enable students to demonstrate the learning outcomes of a unit
- submission deadlines are scheduled to be spread throughout the term wherever possible
- over-assessment is avoided
- student effort and the amount of work involved is consistent across units at each level, and in keeping with the trust-UEL Tariffs and Equivalences.

## **3. Assessment, Moderation and Marking**

### 3.1 Internal Moderation of Assessment Tasks

3.1.1 Course Organising Tutors must have effective systems and procedures in place for the internal moderation of all methods of assessment for all units.

3.1.2 Draft assessment and reassessment tasks for each unit should be produced simultaneously by unit teams. This process is co-ordinated by the unit leader to ensure that assessment at each opportunity is equitable.

3.1.3 All assessment task(s) for each unit should be proof-read and checked for fairness and consistency prior to being sent to external examiners. It is preferable for this process to include academic colleagues from outside the unit team, in order to improve objectivity. The assessment task(s) should:

- meet unit specifications
- assess the learning outcomes
- be set at the correct level
- conform with expectations of external examiners (as laid out in the External Examiners' Manual).

Following this scrutiny, assessment task(s) may need to be modified prior to being seen by External Examiners, and subsequently published to students.

A record of marks, evidence of anonymous and/or verification from all examiners, and comments from verifiers, should be kept and will be made available for scrutiny by external examiners. This information will also contribute to the unit report.

## 3.2 Marking

3.2.1 For each unit, relevant teaching teams agree a marking plan at the beginning of each academic year. This plan should identify first and second (verifiers) markers, and timetables.

3.2.2 In order for marking to be equitable between all markers:

questions, assessment criteria and a copy of guidance provided to students regarding expectations for the specific piece of assessment should be provided to all markers

Less experienced or probationary colleagues new to the institution or sector should be supported, and guidance and personal development in marking skills provided. Their marking will normally be second marked by experienced members of staff, and should be monitored to ensure:

- the development of necessary skills
- that students are receiving equitable marks.

3.2.3 Feedback from markers must be clear, legible and constructive. It must also be linked to the learning outcomes and the assessment task.

## 3.3 Anonymous Marking

3.3.1 Anonymous marking is a process undertaken to avoid the possibility of unconscious bias entering the marking process. To this end, wherever possible, the identity of students should be masked from markers, and work only identified by student number.

3.3.2 Where the method of assessment does not allow anonymous marking (e.g. dissertations, presentations, oral examinations, practical examinations) all work should be second marked.)

3.3.3 For some types of assessment it may be impractical either to second mark or to mark anonymously. Visiting tutors from the trust or another identified person in the workplace may act in a moderating role in individual cases if this is deemed to be necessary (e.g. assessment of work based placements in which the mark is based on continuous assessment over a number of weeks). Methods by which students may be protected from unfair or biased assessments in these situations will be made explicit by the organising tutor.

## 3.4 Second Marking

3.4.1 Second (also known as double) marking is a process undertaken to ensure that the marking scheme has been applied fairly and uniformly. Although several types of second marking have been identified across the sector, the preferred method at the trust is “second marking as sampling or moderation” for both written and practical assessments. Where other methods are preferable, such as in the case of Professional Body exemption, a justification should be provided to the Dean of Postgraduate Studies.

3.4.2 Every component of summative assessment that contributes towards an award, at all levels, should be subject to second marking( verification) in order to ensure the maintenance of standards.

3.4.3 At least 15% or 10 individual pieces of each assessment task (whichever is the greater) should be second marked. The sample should be taken from the full range of student performance. Where the first marking of any unit is undertaken by more than one marker, the sample should include a minimum of 20% of the work marked by each individual marker again relating to a range of performance.

3.4.4 In assessment tasks in which anonymity cannot be maintained such as when students are observed and/or questioned by examiners (e.g. laboratory tests, oral presentations, performance, practical examination etc.), “second marking as sampling or moderation (practical)” should take place (see 3.4.1). If second marking cannot be conducted at the time, tasks should be recorded for second marking at a later date.

3.4.5 Resolving differences between markers within unit assessment tasks:

If there are no significant differences, the first mark stands as the agreed mark

Significant differences revealed by the second marking process, and those across degree classifications and critical boundaries, will normally be agreed by discussion and negotiation. However, where it is the intention to change marks as a result of the second marking process, all work marked by the first marker should be second marked. This will ensure moderation to an agreed and consistent standard

Where agreement cannot be reached, resort to a third marker must take place. This would normally be undertaken by an additional internal examiner.

Note: The external examiner will not be required to adjudicate or give advice on individual marks.

3.4.6 In order to eliminate arithmetic errors, for any component of assessment that requires aggregation of marks, calculations should always be checked by a second marker.

3.4.7 Second markers should provide a short report to the unit leader, following the second marking process.

### 3.5 External Moderation of Assessment Tasks

3.5.1 Every component of assessment that contributes to an award, at all levels, is subject to external examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar courses delivered at other institutions.

3.5.2 All first and second opportunity assessment and reassessment tasks for each academic year should be submitted to the relevant external examiner at least four working weeks prior to the first opportunity assessment. These should not be transmitted via e-mail unless encrypted. All assessment tasks sent to external examiners are accompanied by:

- a copy of the relevant unit specification
- the published assessment criteria
- clear guidance notes i.e. of assessor expectations of the assessment task(s).

All information received by externals will duplicate that which the course team intend to provide to the students.

3.5.3 The external examiner should be asked to comment on the suitability of the assessment tasks with regard to the unit specification, level of work expected and in particular, in relation to the standards of the tasks in comparison with similar courses at other institutions. S/he is also asked to comment upon the clarity of the task, and on the guidance provided.

3.5.4 Each course should agree with each external examiner their preferred method for moderation (see External Examiners' Manual for details).

3.5.5 For each unit, external examiners should be provided with the following materials and information:

- Unit specification
- Details of assessment task(s)
- Assessment criteria
- Any assessment guidance
- Sample of assessed work
- The record of marks and comments from 1st and 2nd (and 3rd) markers
- Schedule of all marks agreed for all candidates assessed in the unit following internal moderation
- Brief report from the Unit Leader providing general comments on the outcomes of the assessment process (e.g. trends in questions answered by candidates, common errors, questions generally answered well/poorly, Second marker's report etc).

3.5.6 A minimum of 10% or 10 individual pieces of each assessment task (whichever is the greater) should be made available to the external examiner for moderation. This sample should be taken from the full range of performance and will include some work that has been verified.

3.5.7 External examiners should be presented with agreed marks for all candidates. External examiners must not be requested to act as a second or third marker or to adjudicate on disagreements between internal markers.

3.5.8 External examiners may recommend to the Award Assessment Board that all marks for a particular assessment task are raised or lowered, based on moderation of the sample provided. If significant and inconsistent discrepancies are highlighted by the external examiner moderation process, the external examiner can request that all work produced by all candidates be remarked. External examiners may not request amendments to marks allocated to individual assessment tasks unless all work produced by all candidates has been moderated by the external examiner.

3.5.9 All marks for summatively assessed work are subject to Assessment Board approval.

## **4. Management of Assessment**

### 4.1 Timing of assessment

4.1.1 Appropriate advance notice of the timing and form of assessments of units, and the timing of notification of results should be provided and made clear to students at the start of the unit. There should be at least 3 weeks notice of course work.

4.1.2 All time-frames set for coursework submission should have reasonable adjustments embedded within the assessment process. This ensures that students with disabilities/specific learning difficulties do not require specific additional time to complete the assignment since extra time (normally 25%) is already built-in. E.g. coursework that would normally be given 4 weeks in advance of submission date will be given 5 weeks for all students, therefore achieving an inclusive approach to the assessment of all students (see [Section 7](#)).

4.1.3 Unit specifications containing details of the number, weighting and type of assessment(s) should be published in the relevant handbook.

4.1.4 Published results for Award Boards will normally be produced within 8 working days of the Award Board. Students will be entitled to a transcript each academic year identifying their progress.

### 4.2 Submission of Other Forms of Assessed Work

4.2.1 Students are expected to submit other forms of assessed work (other than examination) by the scheduled time. This should include an appropriate assessment proforma (for an example, see and should conform to the minimum trust-UEL requirements, without which, work is not accepted. Where electronic submission is permitted or required, such work will be accompanied by an appropriate assessment proforma.

4.2.2 A published mechanism must exist within the trust for logging the receipt of work submitted, and providing students with access to recorded evidence of submission.

4.2.3 A secure method for the return of marked coursework should be identified and clearly explained to students.

### 4.3 Responsibilities for registration for assessment

4.3.1 Students are only eligible for assessment on a unit if registered on the unit. The Trust will ensure that students have ready access to their unit registration data and that students are aware of the means of access. (It is the responsibility of the student to ensure that the record of registration is accurate and notify the trust of any inaccuracies).

### 4.4 Assessment Offences

Assessment tasks are designed to reduce, as far as is practicable, the possibility of plagiarism and collusion and other forms of assessment offence. Where an assessment offence is believed to have occurred, procedures detailed in Part 8 of the UEL Manual of General Regulations (Assessment Offences) and the UEL Academic Integrity Policy will be invoked.

### 4.5 Maintenance of scripts and archive

Scripts and/or assessed work are stored for academic reviews, appeals, and other purposes. These are stored and disposed of in line with the Data Protection Act and the Freedom of Information Act.

## **5. Feedback to Students**

5.1 Feedback is given to students in order to help promote learning and facilitate improvement.

5.1.1 Feedback may be:

Individual – identifying specific issues relating to one student's work, and Generic – referring to general points about the assessment as a whole, arising from an overview of the work produced by the student group

Given following formative assessment (i.e. that which does not contribute to the unit mark, such as activities prepared for discussion in seminars, practice essays etc) and summative



assessment (i.e. that which does contribute to the unit mark, for example following Coursework ).

5.1.2 All feedback should be:

- timely
- given in relation to the learning outcomes and assessment criteria
- relevant and meaningful
- motivating, clear and constructive - critical but with the intention of enabling student development by consolidating learning and advising on means of improvement.

5.1.3 The nature and extent of feedback the student may expect should be indicated for each assessment task at the time it is set.

## 5.2 Feedback on Coursework

5.2.1 Feedback must be provided as soon as possible after the student has completed the assessment task:

Feedback on formative assessment should be given in time for students to make use of it prior to summative assessment

Feedback on summative assessment should be given within four working weeks of the submission date of the work.

5.2.2 Clear guidance must be given regarding the point in the unit where it is no longer appropriate for staff to provide formative feedback e.g when a student is undertaking final dissertation drafts. This should be communicated to students at the time the assessment task is set.

5.2.3 Students should be made aware of whether their work will be returned at the time feedback is provided.

## 6. Accreditation of Experiential Learning

6.1 The process of Accreditation of Experiential Learning refers to the consideration of learning that occurs prior to entry to courses. It also refers to additional learning that occurs during a student's period of registration, over and above that deriving from units on the student's course. Credit awarded by another UK Higher education institution may be recognised, and certificated qualifications and experiential learning may be accredited (i.e. granted credit).

6.2 The trust is responsible for maintaining a sound process to accredit experiential and certificated learning and to recognise credit awarded by other UK Higher Education Institutions. At the course level this will require the course assessment board to consider and approve AEL claims prior to the Board confirming award of credit.

## 7. Disability

7.1 Assessment needs are supported

The assessment needs of students with disabilities, including specific learning difficulties e.g. dyslexia, are supported in compliance with the Disability Discrimination Act 2005 (DDA 2005) and our UEL Disability Equality Scheme (2006). The trust-UEL Assessment Policy also complies with the QAA Code of Practice on Students with Disabilities which states: "Assessment and examination policies, practice and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes".

7.2 Inclusive approach

We practice an inclusive approach in supporting our students with disabilities/ specific learning difficulties (SpLD). The inclusive approach focuses on the capacity of the trust to understand and respond to the requirements of individual learners and not to locate the difficulty or deficit within the student. In this way we move away from 'labeling' students and towards creating an appropriate learning environment. By inclusive learning, therefore, we try to match the requirements of an individual learner and the provision that is made for them (Centre for the Study of Inclusive Education 1999).

7.3 Coursework

With regard to coursework, reasonable adjustments should be embedded into the coursework process. Academic staff should set any coursework at the beginning of the term in which the assessment is due to be handed in, and ensure that all time-frames have a reasonable adjustment built-in (see Section 4.1.3).

#### 7.4 Shared responsibility between the Trust and the UEL Disability, Dyslexia and Access Centre (DDAC)

The trust and the DDAC will share joint responsibility for ensuring that reasonable adjustments are put into place in an efficient and timely manner and for ensuring that students are kept appropriately informed.

#### 7.8 Extenuation

If a student with a disability/ SpLD is unable to complete a piece of coursework on time due to the impact of an unpredictable or unavoidable event, then the student must appeal via the extenuation process in the usual way.

### **8. Engagement, Attendance and Assessment**

#### 8.1 Engagement and Attendance

8.1.1 It is important for the learning experience and consequent success in assessment that students engage freely with their course of study. Engagement may minimally require face to face attendance and participation in the chosen mode of delivery e.g. lectures, seminars, field trips, laboratory work etc. If the unit includes blended learning, or is delivered wholly online (or print supported by online) through a virtual learning environment, then engagement may minimally require 'electronic attendance' (electronic access to materials, e-interaction with tutors, e-conference groups with other students etc). In all cases the appropriate type of engagement, including punctuality and appropriate, considerate behaviour by the student is expected.

#### 8.2 Attendance and Assessment

8.2.1 Attendance at all scheduled activities for each unit on which a student has registered e.g. lectures, workshops and seminars, is fundamental to achieving academic success. Students should attend regularly, and inform the trust Organising Tutor of any occasional non-attendance. Persistent non-attendance will cause a student to be deregistered from the unit, and may result in their withdrawal from a course.

8.2.2 Satisfactory attendance (electronic or face to face) shall not be a condition for passing an assessment, nor shall it contribute towards the overall mark for the unit.

### **Assessment Tariff and Equivalence**

#### **Rationale**

Review of current practice in Higher Education (HE) suggests that a university-wide tariff for summative assessment promotes:

- comparability and fairness in assessment practice
- transparency of process for students and academic colleagues
- a reduction in assessment load.

Word count and examination length have been the focus for standardisation within HE to date. Since a diverse range of assessment approaches is key to inclusive practice, extending the focus to include definition of suitable equivalence for a wider array of activities constitutes the next task.

Assessment Tariffs at UEL were reviewed and compared to those across the sector. This mapping exercise revealed a range of issues and practices across Schools:

- External examiners have noted that some units and courses are over-assessed
- Over-assessment results in increased workload for academics and students
- Inconsistency exists across units, courses and schools with regard to-

word count	<i>a 20 credit unit might be assessed by course work of 3000 or 6000 words</i>
equivalence	<i>a 3000 word essay might be considered equivalent to a written examination of 60, 120 or even 180 minutes</i>
levels	<i>word counts might be consistent across levels, or increase progressively.</i>

This inconsistency is particularly apparent where students undertake units across fields and schools as in Combined Honours courses.

### Principles

- A diverse menu of assessment approaches, flexibility and innovation are integral to good assessment practice
- Choice of mode of assessment remains at the discretion of the unit team
- The tariff shall include 'equivalences' for the most commonly used assessment activities
- Colleagues using modes of assessment not specified in the tariff are encouraged to define appropriate equivalences
- In line with the sector, tariffs are proportionate to the credit weighting of the unit. Since a mechanistic approach is to be avoided, level 0 need not be 50% less than levels 1-3 nor M level 50% more
- The maximum number of components permitted in one 20 credit unit remains three, in accordance with the Academic Framework (UEL 2005)
- For courses with permission from Academic Board to operate outside UEL's Academic Framework and carry different credits per unit, the tariff will be calculated on a pro rata basis
- Professional Body requirements take precedence over stated tariffs.

### Modes of assessment

A varied diet of assessment might include some of the following:

- Coursework: reports, essays, projects, portfolios, database/software/statistical activities, research proposal, critical review, annotated activity e.g. bibliography or unit spec, reflective accounts, case study, laboratory and fieldwork reports, creation of websites
- Written exams: essays, multiple choice questions, open book, seen questions
- Practical exams: practical demonstrations, oral presentations, Viva Voce, Objective Structured Clinical Examination (OSCE), posters, performances.

### Assessment Tariff

The tariff comprises the maximum assessment load for a unit, lesser loads may be preferable.

<b>Assessment Mode</b>	<b>Level M (20 credits per unit)</b>
Coursework	4000 words
Oral Presentation (viva)	60 minutes
Dissertation	<i>(a 60 credit unit) 14000 words</i>

#### Note:

As is the convention, the above word lengths do not include any ancillary data (observation reports for example; session notes; footnotes; bibliography; etc) included in the assessed script.

As stated above under 'Principles' a professional body accreditation requirement will override the maximum assessment load providing that the course team have stated the trust's case on word length adequately to the relevant body and been declined.

## Attendance Requirements

The general requirements for attendance are noted below in the extracted Section 8 from the Trust's Assessment Policy for UEL validated M level courses.

### *Ref: 8.1 Engagement and Attendance*

*8.1.1 It is important for the learning experience and consequent success in assessment that students engage freely with their course of study. Engagement may minimally require face to face attendance and participation in the chosen mode of delivery e.g. lectures, seminars, field trips, laboratory work etc. If the unit includes blended learning, or is delivered wholly online (or print supported by online) through a virtual learning environment, then engagement may minimally require 'electronic attendance' (electronic access to materials, e-interaction with tutors, e-conference groups with other students etc). In all cases the appropriate type of engagement, including punctuality and appropriate, considerate behaviour by the student is expected.*

### *8.2 Attendance and Assessment*

*8.2.1 Attendance at all scheduled activities for each unit on which a student has registered e.g. lectures, workshops and seminars, is fundamental to achieving academic success. Students should attend regularly, and inform the trust Organising Tutor of any occasional non-attendance. Persistent non-attendance will cause a student to be deregistered from the unit, and may result in their withdrawal from a course.*

*8.2.2 Satisfactory attendance (electronic or face to face) shall not be a condition for passing an assessment, nor shall it contribute towards the overall mark for the unit.*

In addition to the formal policy statement above, the Trust, like the university, provides more specific guidance and requirements on student attendance as noted below:

The Trust is obliged to keep records of your attendance. For all teaching activities a record will be kept. You must ensure that you demonstrate your attendance through this recording process.

Students who do not attend for a period of three consecutive weeks without an independently verifiable cause will be withdrawn from the course unless agreement has been reached with the organising tutor; those whose attendance falls below 75% at any time, and who have not informed or consulted with the course team about their reason(s) for absence, will be de-registered from the unit or module to which the seminar or other required activities apply.

## Award Name

In order to qualify for a named award the student must have been enrolled on the course and satisfied the course specifications associated with that named award.

## Compensation

A) A student is awarded a compensated pass in a unit by the Course Assessment Board and awarded credit provided that:

- 
- the student has been awarded 40 credits at the level of the compensated unit
- the student has attained at least 45% in the unit to be compensated
- the unit is not specified as non-compensatable in the course specification as an award-specific requirement

B) If eligible, the student will be awarded a compensated pass on one unit per course year and this will occur at the earliest eligibility for compensation.

C) It is possible for a unit to be exempt from the compensation rules and this will be indicated in the unit specification.

### **Conferment of award for completion of a Course**

A) The Assessment Board will confer an award on a student for completion of a course at the first occasion on which the student is eligible for the award.

B) Where a student has withdrawn from, or is being discontinued on, a course and has not transferred to another UEL course, the Assessment Board will confer the highest award for which the student is eligible.

### **Confidentiality**

Confidentiality must be respected in the written assignments. Clients, professionals and institutions referred to must not be identifiable and all names should be changed to protect identities.

### **Course Committee Meetings Terms of Reference & Membership**

Course committee meetings provide trainees with a forum for taking part in the organisational and developmental side of their programmes. Student feedback can be expressed and, where appropriate, implemented with the necessary action. Students will receive feedback at course committees on any suggestions made in previous committee meetings. The minutes of each course committee form part of the required documentation for the annual monitoring process that all long courses delivered in the Trust complete.

The Terms of Reference of the Course Committee are to be responsible for assuring and enhancing the quality of the student experience at course level by:

1. Providing a forum in which students can express their views about the management of the course, and the content, delivery and assessment of units, in order to identify appropriate actions to be taken in response to the issues raised and to ensure that the implementation of these actions is tracked.
2. Providing formal yearly student feedback on the programme as input into the preparation of the course REP
3. Reviewing course questionnaire results and making recommendations and changes arising from these.
4. Receiving, considering and approving the course REP and identifying responsibilities for action to be taken before it is considered by the Trust Quality Committee.
5. Reviewing the relevant documentation and other evidence prepared for Academic Review and other external review processes.
6. Considering proposals for modification of the course structure.
7. Making recommendations for new units to the course team.
8. Advising the Organising Tutor on mechanisms by which Trust-University policy statements, which have an impact on course design and delivery, are implemented.

#### **Membership**

Organising Tutor (Chair)  
Course Administrator/Service Officer (ex-officio)  
Unit leaders of all units core to the programme  
Learning Support Services representative

Two student representatives for each level and at least one part-time student (where appropriate)

### ***In attendance***

Course staff, making a significant teaching contribution to the programme will be entitled to attend.

The meeting will be held once per term and will be quorate if 40% of the members are present.

### **Data Protection**

The Tavistock & Portman NHS Trust complies with the requirements of the Data Protection Act The Trust has a duty to protect the rights of individuals with respect to recording and processing personal data. Personal data will not be released to a third party without the written consent of the individual and will only be released to Trust staff within the context of legitimate business.

### **Deferral**

Defer is a term used in the context of student progression on a course. It denotes that a student has some outstanding assessed work to present before they can progress further on a course, or the student is permitted to progress with the deferred work ("proceed with deferral") but must present and pass the deferred unit(s) before they are entitled to be eligible for the appropriate award.

### **Definitions and Explanations – for M Level Courses**

A) A unit is a separate identifiable block of learning that is course specific and which is credit-rated, with credit allocated on the basis of 10 hours of study for each credit. Standard units are 20 credits in size for postgraduate courses (indicating 200 hours of student study). Non assessed elements of the course may be identified by a unit number but will be noted in the course course specification and handbook as having no HE credit value.

B) All UEL validated and joint Tavistock & Portman NHS Trust Courses are M level reflecting the level of achievement expected in order to pass (i.e. be awarded credit) in the unit.

C) A prerequisite unit is a prerequisite unit for another unit if a student must have passed the prerequisite unit (i.e. been awarded credit) in order to study on the other unit.

D) A precursor unit is a precursor unit for another unit or course if a student must successfully complete the precursor unit in order to study subsequently on the other unit.

E) A co-requisite unit is a co-requisite unit with another unit if both units must be studied at the same time, or if the unit carries a half HE credit value that, together with another co-requisite unit, comprises a full 20 credit unit.

F) A unit specification specifies (amongst other matters)

- unit name
- unit unique identifying code
- unit credit value
- any prerequisites, precursors and co-requisites
- unit learning outcomes
- outline unit content

G) In order to study, be assessed, or be reassessed on a unit, a student must be registered on the Course and with UEL. Provided a student has registered on a course (and not subsequently been formally withdrawn from the course), the student will be assessed at the next assessment point and (if the unit is not passed) reassessed on that unit at the next reassessment point.

H) A unit for which a pass has not been achieved on assessment or by reassessment of the coursework may not be repeated.

I) A course is a combination of units leading to a university award.

J) A course programme specification specifies (amongst other matters)

- admission requirements for the course
- the structure of the course
- any particular conditions to be met (e.g. Professional and Statutory Regulatory Body requirements) for conferment of the relevant named award

### **Disclosure of Criminal Records**

A) Students enrolling on clinical courses must obtain a Criminal Records Bureau (CRB) Disclosure specifically obtained for the purpose of joining the course. A photocopy of a Disclosure issued for another purpose is not acceptable. Current original documents (issued within the last 12 months) can however be brought in to course administrators who will record the disclosure number on the student records system. The Trust will note the receipt of the Disclosure in the student's electron record. In accordance with regulations, paper copies of Disclosures will be destroyed within a period of 6 months from receipt. ([www.crb.gov.uk](http://www.crb.gov.uk) or 0870 90 90 811).

B) Students enrolling this on course must obtain a disclosure from the Police National Computer. This is obtained by applying for a "Right of Subject Access", Disclosure under the Data Protection Act 1998. A photocopy of a Disclosure issued for another purpose is not acceptable. Current original documents (issued within the last 12 months) can however be brought in to course administrators who will record the disclosure number on the student records system. The Trust will note the receipt of the Disclosure in the student's electron record. In accordance with regulations, paper copies of Disclosures will be destroyed within a period of 6 months from receipt.

### **Discontinuation of a student on a course**

A student cannot continue on a Trust course if the student has not achieved a pass for the resubmission of coursework.

These regulations do not restrict penalties imposed for Breaches of Regulations. (<http://www.uel.ac.uk/qa/manual/index.htm>)

### **Dissertation Supervision**

If you are on an MA course, you may be required to write a dissertation with a maximum word length of 14,000 words.

Dissertation supervision provides the masters student with a blend of guidance, advice, methodological and/or subject expertise, and supportive but critical commentary on the various phases of planning, implementing writing up the chosen project. The balance among these elements may vary according to the specifications for dissertations on particular programmes, and the student's chosen topic of inquiry or research. The usual expectation is that the student will provide the supervisor with written material in advance of each meeting – for example, the proposal, raw data, a draft literature review or chapter so that both parties can make best use of the supervisory time available.

The minimum entitlement for individual supervision is three sessions. However, some courses provide more than three sessions whilst other courses provide a number of small group supervisions in addition to the individual sessions.

There is a common template for recording supervision. A copy of this can be obtained from your Course Administrator. It is a requirement of all UEL validated Masters courses that a record is kept of supervision.

### **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

## **Equal Opportunities**

All students have been considered on the basis of suitability for a particular course irrespective of gender, race, ethnic origin, sexual orientation, religion, disability or social class. The Tavistock and Portman NHS Foundation Trust follows an equal opportunities policy which recognises that the elimination of discrimination is an ongoing process at institutional as well as individual levels.

### ***The applications of equal opportunities to the course of study***

As with everything else on the course, diversity, values, and equal opportunities are related to internal and external world positions. How we recognise these differences relates to our own personal and professional identities.

In order to provide a rich experience for study, we positively encourage the application of students from a wide a range of backgrounds. As part of our selection procedure we will be monitoring the selection of the course group as a whole, so as to recruit students from as diverse a range of backgrounds as possible.

Throughout the curriculum, the course aims to engage students in reflective learning about questions of diversity, power and authority in work with children and families and in organisations delivering services to these groups. As with all elements of the course, the most important starting point for this learning is students' own experience – of themselves, of their relationships with users, of relationships in their workplace and within the course group itself.

The course staff work from the assumption that differences between people – differences of gender, class, ethnicity, sexual identity as well as in the professional-user relationship – are an actual and potential sources of both mental well being and of mental distress. When 'differences' intersect with the dynamics of power, then the results can be damaging. Equally, authority can be used constructively in processes of empowerment. Power and authority are often confused with one another. The use of authority is not inherently damaging, but when it is used rigidly or thoughtlessly, and then it is more like the exercise of power, which is almost always damaging in some way. Ideas like these will be explored in a living way at various points in the curriculum, making use of students' day to day working experience.

It is intended that the course content will stimulate the process of understanding in these various dimensions, thus lectures on policy, legislation and research might attend particularly to the social and political structures, while observational studies and supervised therapeutic practice of a child or family, might focus more on attending to interpersonal differences. Attention will also be given to the interface between these two domains.

## **Extenuating Circumstances**

Extenuating circumstances are those that impair the performance of a student in assessment or reassessment or prevent a student from submitting assessed or reassessed work by the scheduled date. Such circumstances would normally be unforeseeable, unpreventable, and expected to have a serious impact on performance.

Due to illness or other valid cause (as defined in the Procedures Governing Extenuating Circumstances), a student may submit an application for extenuation for the relevant component(s) to the Course Assessment Board. The Assessment Board will receive and consider the claim together with supporting evidence but ensuring anonymity of the circumstances of the individual student.



It is the responsibility of the student to complete the extenuation claim form (available from the organising tutor or course administrator) and submit the form to the course administrator together with documentation supporting the claim if this is applicable. A claim for extenuation should be made prior to the assessment hand-in date or within 5 working days thereafter.

The decision of the assessment board is final in granting or not granting extenuation.

## **Finance and Tuition Fee regulations**

### ***Tuition Fee Regulations***

A) On accepting an offer of a place on a course, students enter into a financial contract with the Tavistock and Portman NHS Foundation Trust.

B) Students are liable to pay the full fee when the place is accepted, even if employers have undertaken to pay the fees. We are unable to chase employers/ sponsors for payment of students' fees.

C) All students will be invoiced on an annual basis for course fees. Unless otherwise stated, all course fees are per annum. We are unable to invoice employers/sponsors unless prior arrangements have been made with the Finance Office. We are also unable to issue more than one invoice per course.

D) In the event of a student not taking an accepted place, the Trust may charge an administration fee. If a student withdraws from a course partway through the year, the full fees for the year are payable and the Trust will not refund any portion of the course fees. In any event, students who withdraw from courses should confirm this to the Registry in the Directorate of Education and Training as soon as possible.

E) Payment of fees must be arranged in one of two ways before attendance on the course is permitted.

- Courses fees paid in full before the commencement of the course.
- Completion of a Standing Order form, available from the Directorate of Education and Training Finance Office, which authorises 3 equal payments, to the full value of your course fees, to be made to the Trust on dates set by the Finance Office. The first payment will be before the commencement of the course.

F) Full payment of fees for courses up to and including one term in duration must be made in full before attendance rights are granted.

G) If payment by pre-arranged dates is not received, the Trust reserves the right to suspend you from the course and legal proceedings may be instituted. An award cannot be made if there are outstanding fees, and the Trust will withhold assessment results and certificates until debts are settled.

H) Students undertaking a course lasting more than one academic year should note that fees are likely to increase in the second and subsequent years.

I) Main programme trainees and associates from non-EU countries pay fees at a higher rate. EU rates apply after 3 years residence in an EU country. Fees will however be charged at the EU rate if paid by a UK employer.

In addition to the information below on student loans further details as to how to fund your course of study can be found on the Trust website – <http://www.tavistockandportman.nhs.uk>

### ***NSCAP Students***

For NSCAP students fees are levied locally by NSCAP, who then undertake to ensure that the Tavistock/UCL receive their contribution. Details of fee payment arrangement with NSCAP will be given to all students at the point of acceptance onto the course

### ***Student loans***

The Department for Education and Employment provides loans for those who need to finance their own training and development. Further details are available from: [www.direct.gov.uk](http://www.direct.gov.uk)

### ***Cancellation of courses***

The Trust reserves the right to cancel any course, and in such circumstances, undertakes to refund fees in full.

### ***Finance and Tuition Fee regulations***

- A) On accepting an offer of a place on a course, students enter into a financial contract with the Tavistock and Portman NHS Foundation Trust and NSCAP.
- B) Students are liable to pay the full fee when the place is accepted, even if employers have undertaken to pay the fees.
- C) All students will be invoiced twice a year for course fees by NSCAP, via Leeds PFT. This will be in October and April. The total fees payable will be divided equally between the two invoices.
- D) In the event of a student not taking an accepted place, NSCAP may charge an administration fee.
- E) If students withdraw or defer from the course part-way through the year, the annual registration fee will be due, plus a proportion of the annual module for each term or part-term completed. Students who withdraw/defer from the course should discuss with their tutor in the first place, then confirm to Angela Hemingway, Course Administrator, as soon as possible.
- F) Students must settle fees for the full academic year before proceeding on to the subsequent academic year, otherwise their progression will be suspended and legal proceedings may be instituted. An award cannot be made if there are outstanding fees, and NSCAP will withhold assessment results and certificates until debts are settled.
- G) Students undertaking a course lasting more than one academic year should note that fees may increase in the second and subsequent years.
- H) Main programme trainees and associates from non-EU countries pay fees at a higher rate. EU rates apply after 3 years residence in an EU country. Fees will however be charged at the EU rate if paid by a UK employer.

### ***Financial support***

Please visit our website for more information: [www.tavistockandportman.ac.uk](http://www.tavistockandportman.ac.uk).

A Tavistock Access (Hardship) Fund is also available. The Fund is to help students whose financial circumstances change during the course and who may need to apply for a modest contribution towards their fees.

A very modest student loan fund provides interest free loans to students on major clinical training programmes to fund some of the expenses incurred.

This fund provides two to three loans per year and relies on previous recipients' prompt re-payments to fund new applications.

Please contact the course administrator for application forms and for details of dates by which they should be submitted. Applications for both the Loans and Access Fund will be considered twice a year.

Enquiries should be made to:

Loren Dunsford

Tel: 0208 938 2662

Email: [ldunsford@tavi-port.org](mailto:ldunsford@tavi-port.org)

Career Development Loans are available at low interest to applicants. This is a government funded initiative - visit: [www.direct.gov.uk](http://www.direct.gov.uk) Tel: 0800 585 505

The NSCAP bursary scheme provides financial support for a limited number of students for whom payment of the full fee would cause hardship. This is a means tested application process.

### ***Overseas and UK/EU Students***

The following websites are useful resources for all students undertaking postgraduate training programmes. The Trust is not able to provide scholarship or bursaries for overseas students who are

required to demonstrate their ability to fund fees, accommodation and living expenses as part of the application. There is information about funding opportunities for both overseas and UK/EU students:  
[www.prospects.ac.uk](http://www.prospects.ac.uk)  
[www.nhsbsa.nhs.uk/students](http://www.nhsbsa.nhs.uk/students)

### **Charitable Trusts**

Some trusts offer bursaries, grants or loans to specific cultural, ethnic, disability, gender or other groups, or for specific kinds of training. There is a large volume including details of all such trusts in the Trust Library.

Specific funding for Social Workers

Social Workers can contact the NHS Business Services Authority which administers the Social Work Bursary on behalf of the DOH:

[www.nhsbsa.nhs.uk/students](http://www.nhsbsa.nhs.uk/students)

Other useful websites

[www.postgraduatestudentships.co.uk](http://www.postgraduatestudentships.co.uk)

[www.moneytolearn.direct.gov.uk](http://www.moneytolearn.direct.gov.uk)

NHS Bursaries: [www.nhsbsa.nhs.uk/students](http://www.nhsbsa.nhs.uk/students)

### **University Partners**

You should contact the University of East London and make use of their extended financial services:  
[www.uel.ac.uk](http://www.uel.ac.uk)

### **Freedom of Information**

Individuals have the right to access any information held about them by the Trust. Individuals requesting such access under the requirements of the Act must submit their request in writing together with a fee of £20.

### **General Structure of Tavistock & Portman NHS Foundation Trust Courses**

The Tavistock & Portman NHS Foundation Trust (the Trust) delivers courses on a termly basis comprising three terms in an academic year of 10 weeks duration; there is a reading week in the summer term. All Trust provision conforms to this structure, although teaching times can vary i.e. weekly, fortnightly or in blocks. This structure does not include a field level and therefore formal assessment of student coursework is confirmed by an Award Assessment Board that meets at least once a year. Pre-Board meetings are held to moderate and confirm results.

The Trust offers post graduate level training for individuals working in the NHS and social welfare sectors (including education). The courses are designed to assist career development in these sectors and are often designed to meet the requirements of professional bodies. Although students are awarded credits for assessed units and can exit with credits for individual units, by and large students graduate with a post graduate interim award at M level or a full MA award. This means that each course year consists of 60 credits at M level.

### **Grading Criteria by Mark and Level**

All Tavistock & Portman Masters Level Courses that are validated by the University of East London follow the grading and marking criteria set out in the table below:

	<b>M Level</b>
<b>70%+ Distinction</b>	Advanced, critical understanding demonstrated. Sophisticated analysis and critique of complex issues. Sensitivity to contemporary issues. Challenges conventional thinking and presents well-reasoned, innovative and alternative perspectives on practice. Demonstrates critical understanding of moral and ethical

	issues. Significant and outstanding piece of original work.
60-69% <b>Merit</b>	Constructs a strong argument from a well-informed position. Complex, critical understanding of ethical dilemmas. Critical awareness of boundaries of professional knowledge. Recognises the possibilities and limitations of methodology and theory.
50-59% <b>Pass</b>	Capacity to evaluate models theories and currently used knowledge. Extensive knowledge base used to support critical evaluation. Principles of research process utilised to develop arguments. Clearly argued, well-constructed and articulate presentation.
49% and under <b>Not Passed</b>	Fails to meet the criteria and requirements of the assignment/exam. Limited evidence of critical evaluation of practice and ethical issues. Narrow range of knowledge and underpinning theory. Little application of theory to practice.

### Guidelines for non-EEA students with UK student visas

Non-EEA students refers to those students who have been granted a TIER 4 UK student visa for the purposes of undertaking training at The Tavistock and Portman NHS Foundation Trust. Adult student tier 4 (general) student visa is for full-time study (usually at least 15 hours per week of classes). If the study is for a university degree or higher qualification, the maximum visa length is 4 years. A student may be able to switch into a Tier 1 (highly skilled) or Tier 2 (skilled worker) visa at the end of studies

Both the Tavistock and the Portman have a long and valued tradition of offering training to mental health professionals from overseas and, as such, in April 2009, the Tavistock and Portman became a United Kingdom Border Agency (UKBA) licensed sponsor. This means the Trust is able to sponsor students from countries outside the European Economic Area (non-EEA) wishing to attend a programme of study at the Tavistock.

The Trust is now obliged under the terms of its sponsorship licence with the UK Border Agency (UKBA) to:

- Non-EEA students are required to attend learning activities appropriate to their admitted programme of study as a condition of their admission to the Trust. Failure to attend appropriate learning activities or maintain contact with the Trust (as appropriate to the programme of study) will be reported to UKBA under the terms of our sponsorship licence.
- Monitor attendance of non-EEA students requiring a student visa on its programmes.
- Absenteeism due to ill health must be supported with a doctor's medical certificate and notified to the appropriate programme course administrator.
- Non-EEA students must notify the Finance and Registry unit within Department of Education and Training in the Trust, in writing, of any changes to their contact details, next of kin, residential or term time address.
- Non-EEA students must produce their original passport and student visa at the point of enrolment. As part of our obligation under the UKBA sponsorship licence, copies of the student passport will be placed on student files.
- Non-EEA students are expected to produce original qualifications at interview or at enrolment. Copies of original qualifications will be retained on student files.
- The Trust has a legal obligation to inform the UKBA of non-EEA students who delay entry, intermit or withdraw whilst admitted to a programme of study at the Trust.
- Tuition fees will only be refundable where the British Embassy or UK Border Agency has refused a student entry to the UK to undertake a programme of study for which the Trust has issued a confirmation of acceptance of studies. The student will be required to make a request for refund in writing to the Training Finance and Registry Officer enclosing originals of the British Embassy refusal letter. Where a student is already undertaking a programme of study at the Trust and is required by the UKBA to leave the UK or is removed from the UK due to a breach of the conditions of their visa, tuition fees paid will not be refundable.

It is important that our non-EEA students know that they have a duty under the terms of their visa to provide the Trust with all the information required in order to meet our duties under our sponsorship licence.

## **Health & Safety**

Students and staff are expected to ensure that they do not act in such a way as to endanger themselves or others. Students are expected to act responsibly and to follow the instructions of staff the event of an emergency. Students are expected to report any concerns regarding health and safety issues to their tutors or other senior members of the Trust and NSCAP staff.

## **Intermission**

This term relates only to M level courses. After completing one full year on a course a student can opt to take a year out of the programme or an academic term and return the following year. At the end of the intermission, the student may have the option of returning or intermitting for a second year. When intermitting the student is not active on the course and can have no involvement in the course programme nor can any assessed work be presented except for reassessed work. The agreed period of time for which the student may intermit varies between validating institutions, but in the case of the Trust's major university partner, the University of East London, the intermitted period for M level courses must be one academic year and no more than two consecutive academic years.

Non-EEA students (in the UK with permission as a student) have to contact the UK Border Agency for immigration advice on the implications of intermission during their studies.

Note: Retroactive intermission of studies is not permissible.

Periods of intermission of studies which are strictly governed by the Trust's Academic Framework with the University of East London, must be agreed with the organising tutor and in the case of an application for intermission by the term – must in addition be approved by the respective Associate Dean.

A) A student may intermit from a Course with the agreement of the Course Organising Tutor. Students must confirm periods of agreed intermission by writing to the course organising tutor and completing an intermission form which is available from the course administrator.

B) The Trust's Academic Framework with the University of East London specifies that intermission can be granted for a term or for a full academic year and for no more than two consecutive years. In the case of an application for intermission for a term this requires approval by the respective Associate Dean.

C) An intermission extends the time limits for study on the course for the period of intermission (unless prohibited by Professional and Statutory Regulatory Body Requirements). So, for example, for a course with a maximum registration period of four years, a student intermitting for one year, would be entitled to take five years to complete the course or programme of study.

D) As stated earlier attendance at seminars and receiving supervision is prohibited and no coursework may be submitted for assessment other than the exemption for reassessed work noted earlier in 1.3.1 above. However, students are permitted access to the Trust Library during a period of intermission

## **IT Code of Conduct**

The Trust is responsible for ensuring high levels of security for its network and computing systems and guarding unauthorised access and fraudulent use. This responsibility includes informing users of expected standards of conduct and consequences of not adhering to them. Any attempt to violate this policy will result in disciplinary action which may lead to disbarment from IT facilities. It is important that the Trust's IT systems and services are used appropriately. The information created by,

distributed, or stored on Trust property is also Trust property and should be used for authorised purposes only. Staff and students should expect this information to be monitored.

As a user of the network, you are responsible for respecting and adhering to local, national and international laws. Any attempt to break these laws may result in legal action being taken against you by the proper authorities. If such an event should occur, the Trust will not be liable for your actions as an individual user of its network, systems, services or resources.

You may not install your own software on any PC in the Trust network and permission must be sought for the installation of any additional software. All software installed on the Trust network must be appropriately licensed for use by the Trust.

If you are using one of the computers provided by the Trust, it is assumed that you agree to and accept this code of conduct.

This policy identifies the actions that the Trust considers to be abuse and therefore strictly prohibited. If you are unsure of whether a use or action is permitted under the terms of this policy, you should contact the Head of Information Services for clarification.

The following activities are prohibited:

(Please note that the examples below are for guidance purposes and are non-exclusive)

- Disclosing information to any other person outside the Trust.
- Deletion, examination, copying or modification of files and/or data belonging to other users without prior consent.
- Use of information services for commercial purposes for personal gain.
- Any unauthorised, deliberate action which damages a computer system, alters its normal performance, or causes it to malfunction.
- Advertising or any other form of promotional activity for non-Trust purposes.

Users of The Tavistock and Portman NHS Foundation Trust network may not undertake:

- Forgery or attempted forgery of electronic mail messages.
- To attempt to read, delete, copy or modify the electronic mail of other users.
- To send or attempt to send unsolicited 'junk' mail, 'for profit' messages or chain letters.
- Harassment of others whether through language, image, frequency or size of messages, chain letters, malicious acts and the forging of mail header information.
- To transmit on or through any of the Trust's systems, services or resources, any material that is in the Trust's sole discretion, unlawful, indecent, defamatory, obscene, threatening, abusive, libellous or hateful, or that encourages conduct that may constitute a criminal offence, give rise to civil liability or otherwise violate the law.
- To subscribe to any newsgroups without prior consent from the Head of Information Services.
- To send or attempt to send any patient identifiable information via email.
- To place any purchase orders or to enter into any other contractual arrangements via email without the prior permission of the Head of Supplies, ext. 2208 and/or their Head of Department.

### ***Use of Internet Policy***

Users of The Tavistock and Portman NHS Foundation Trust network may not:

- Access or download any sites which in the opinion of the Trust are unsuitable, inappropriate or offensive.
- Access or download online games.
- Access or download sites which could bring the Trust into disrepute.
- Access or download Internet relay chat sites.
- Access or download real audio sites.
- Post, transmit, re-transmit or store material on or through any of the Trust's systems, services or resources, any material which is in the Trust's sole discretion, unlawful, obscene, threatening, abusive, libellous or hateful, or that encourages conduct that may constitute a criminal offence, give rise to civil liability or otherwise violate the law.
- Access sites and/or databases which require payment unless this has been agreed by both the respective Head of Department and the Head of Information Services.

### ***Network Security Policy***

As a member of the network, you may be able to access other networks but you should note that the following is not allowed:

- Use of systems and/or networks in attempts to gain unauthorised access to remote systems.
- Use of systems and/or networks to connect to other systems, in evasion of the physical limitations of the remote system/local system.
- Users may only connect to the internet via the official Trust network, not individual connection (via personal modems etc).
- Decryption of system or user passwords.
- The copying of system files.
- The copying of copyrighted materials, such as third-party software, without the express written permission of the owner or the proper licence.
- Intentional attempts to crash networks systems or programs. These are disciplinary offences.
- The willful introduction of computer viruses or other disruptive/destructive programs into the organisation network or into external networks.

The Trust cannot be held responsible for the operation and management of these internet accounts.

### **Leaving Messages with Tutors**

Contact your Course Administrator or leave a message with main reception if you cannot attend a seminar or tutorial. Main reception office hours: 7.30am - 10.00pm, Tel. 020 7435 7111.

### **Markers' Comments to students**

Markers' comments are returned to students using a completed assessment pro forma (using the standard pro forma or an approved alternative), with marking criteria appropriate to the assessment task, which offers feedback to students on their assignments and either:

- gives feedback on each of the assessment criteria applied to the assignment and/or
- provides overall informative feedback on the assignment
- together with suggestions for improving assessment tasks in the future.

Details as to when students can expect to receive feedback on assessed work are available from Tutors. The timescale may vary depending on the date in the academic year when the particular piece of assessed work is submitted. Marks that are received prior to the Course Assessment Board are subject to ratification by the Board.

### **Masters Award – classification**

Where a student is eligible for a 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 decimals 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

In arriving at the arithmetic mean 60 credit dissertations are triple weighted, that is, weighted at three times the value of the 20 credit unit.

The merit banding noted above applies to students commencing study with the Trust in October 2008.

However, students continuing on courses which commenced prior to October 2007 will still be eligible for the award of a master's degree with merit providing the course adopted the merit award at award level and not just at unit level. The merit banding applying in such instances is 65-69%.

The award of distinction and merit are available at PG Cert, PG Dip and MA level.

### **Overall Distinction Award**

In order for a student to be awarded an MA with distinction they need to obtain an arithmetic mean of all course marks at 70% or over. This calculation will also apply for the intermediate awards of PG Cert and PG Dip if available on the course.

#### ***Overall Merit Award***

In order for a student to be awarded an MA with Merit they need to obtain an arithmetic mean of all marks between 60-69%. This calculation will also apply for the intermediate awards of PG Cert and PG Dip if available on the course.

#### **Messages and Information for Students**

Students are advised to check their e-mails for messages about the course on a regular basis. They are also advised to look at notice boards when they arrive for their course. The Trust is in the process of developing web pages for students and student will be notified when the web page for their course is available.

#### **Messages from students to seminar leaders**

Whilst every effort will be made to deliver messages from students to seminar leaders in good time, students should bear in mind that delays can occur particularly on the day the course runs. Students are encouraged to send messages to seminar leaders as early as possible. Messages will be left for seminar leaders via the internal mail system.

#### **Mobility of Students between courses**

Due to the nature of the training requirements some mobility between closely related courses is possible and students may transfer at the discretion of the course organising tutors and by the agreement of the Assessment Board. In reality movement between courses is a rare event.



## **Patient & Work Discussion Confidentiality**

Students may have access to confidential information including, in particular, information relating to the diagnosis and treatment of patients. The Trust's policy on the confidentiality of information about patients is a cornerstone of professional practice, and that the Trust requires strict compliance with this policy from all staff, trainees and students. The maintenance of confidentiality is also required within work discussion groups and student presentations and that this includes the submission of work for formal assessment.

## **Plagiarism**

It is extremely important that coursework submitted for assessment is free from all suggestions of plagiarism. All sources must be acknowledged. Students are advised to consult the following website for up-to-date University of East London regulations for academic misconduct including plagiarism.  
<http://www.uel.ac.uk/apse/academic/index.htm>

The university also has an *Academic Integrity Policy* which can also be found in this handbook.

A further reference to the broader issue of assessment offences can be found in the section headed 'Academic Misconduct'.

## **Postgraduate Admission**

A) Students are admitted in accordance with the admission requirements in the course course specification.

B) Students may be admitted with advanced standing through the recognition of credit or the accreditation of experiential or certificated learning according to the University of East London Accreditation of (Experiential) Learning (A (E) L) policy.

C) A student may gain admission to a course, with advanced standing, with up to half of the credits associated with the award being achieved through accredited experiential learning, or up two thirds through accredited certificated learning (Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award)

## **Postgraduate Assessment**

A) In calculating the mark for a unit the final mark is calculated as a percentage with all decimals points rounded up to the nearest whole number.

B) Where a student does not achieve a pass mark of 50%, the student is entitled to resubmit the coursework for the next Assessment Board once.

C) The resubmission hand-in date for all units will be set by the Course Assessment Board. The resubmission point will be the next Course Assessment Board.

D) As noted in 2.1.7 above, the maximum time limit for the submission of coursework for assessment is three years from enrolment on the relevant course programme year.

## **Postgraduate Awards**

***A postgraduate award will be a named single award.***

### **Postgraduate Certificate**

A course leading to a Postgraduate Certificate consists of 60 credits at Level M

### **Postgraduate Diploma**

A course leading to a Postgraduate Diploma consists of 120 credits at Level M

### **Masters**

A course leading to a Masters award consists of 180 credits at Level M and will include a 60 credit level M core unit of advanced independent research.

180 Credits at Level M

**A)** Exceptionally, through course validation, a maximum of one third of the credits for a postgraduate award may comprise credit for units at level 3.

**B)** Exceptionally, through course validation, the 60 credit level M core unit of advanced independent research required for a Masters award may be replaced by a 30 credit level M core unit of advanced independent research, provided that it can be demonstrated that sufficient advanced independent research is achieved in the remainder of the course amounting to a further 30 level M credits.

**C)** Up to half the credits for an award may be achieved through accredited experiential learning, and up to two thirds of the credits for an award may be achieved through accredited certificated learning. (Where a combination of experiential and certificated learning is involved up to one half of the credits for the award may be achieved through accredited experiential learning with further credits being achieved through accredited certificated learning up to a maximum of two thirds of the credits for the award)

## **Postgraduate Student Study**

### **A) Student registration and study**

- A student must be registered on a Trust Course and with UEL in order to have coursework assessed or reassessed.
- A student may study up to 120 credits in any academic year as specified in the course specification.

### **B) Time limits for student study**

- The maximum time limit for completion of a course is six years after first enrolment on the course. The maximum time limit for the submission of coursework for assessment is three years from enrolment on the relevant course year.

## **Presentation of a Dissertation Format**

The following requirements must be adhered to in the format of a Dissertation submitted for assessment:

Initially, the student is required to submit three copies of the dissertation in spiral or flexi-bound format. The specifications for the flexi-bound or spiral version can be found in sections (c), (d), (e), (f) and (g) below except with reference to section (g) that this version does not require the author of the work.

Following assessment and awarding of the dissertation, one copy, as noted in 1.3.7 above, is deposited in the Trust library. This copy must be rigidly bound, and meet the specifications noted in section (a) below and in section (b) and in all the following sections listed below.

(a) The binding shall be of a fixed type so that pages cannot be removed or replaced. At least one copy must have front and rear boards with sufficient rigidity to support the weight of the work when standing upright.

(b) The outside front board shall be black and bear the title of the work in at least 24pt type. The name and initials of the candidate, the qualification and the year of submission shall also be shown on the front board. The same information (excluding the title of the work) shall be shown on the spine of the work.

(c) Copies of the Dissertation shall be presented in a permanent and legible form either in typescript or print. Where copies are produced by any photocopying processes, these must be of a permanent nature. Where word processor and printing devices are used, the printer must be capable of producing text of a satisfactory quality.

(d) The Dissertation must be printed on one side of the paper.

(e) Double or one-and-a-half spacing must be used in typescript except for indented quotations or footnotes where single spacing may be used.

(f) Pages shall be numbered consecutively through the main text including photographs and/or diagrams which are included as whole pages.

(g) The title page shall give the following information:

- The full title of the Dissertation;
- The full name of the author;
- That the degree is awarded by the University of East London;
- The month and year of submission.

## **Referencing Coursework**

The Trust, in line with most UK universities including University of East London, recommends the use of the Harvard 'style' of reference citation for all academic papers including theses, essays and projects. For published works (books, chapters or journal articles) authors should liaise with their publisher on the recommended style.

### ***The Harvard Style***

When writing a piece of work detailed and precise information needs to be given about the sources used for the work. This information must be stated within the text (citation) and within a reference list. This allows anyone reading the work to locate the information used, to give credit to other authors whose works have been quoted or referred to and to check the evidence on which an argument or discussion is based. It also avoids charges of plagiarism - which is a serious offence - whereby another person's work or ideas are used and presented as one's own without referencing the source. A piece of work will also usually include a bibliography which lists not only the sources consulted but also any material used in the preparation of the work.

### ***Guidance on reference citation***

The standard published guidance text on how to cite references in the Harvard style is available in the book *Cite them right. The essential referencing guide* by Richard Pears and Graham Shields. This is a text in the Palgrave Study Skills series and is published in a new edition approximately every two years. The Tavistock and Portman Library has hard copies available for reference and loan in its study skills section at JJE. The Library at the University of East London also has an electronic edition available on their website via <http://www.uel.ac.uk/> - a UEL username and password is required to access this.

## Research Ethics

On a small number of Masters (MA) courses research ethics approval is required before research for a dissertation may be undertaken.

In some instances approval may be obtained from a local NHS research ethics committee or through other externally located sources/routes.

If such external channels are not applicable or available, then approval may be sought through the Tavistock Trust Research Ethics Committee which meets at regular intervals during the calendar year.

Further details and guidance on applications can be provided by the Trust Quality Assurance and Enhancement Office, Room 259, 2<sup>nd</sup> Floor, The Tavistock Centre.

## Rights of the non-EEA student

Work: The UKBA rules permit non-EEA students to work in the UK for up to 20 hours a week term time and full-time during vacations.

Changing courses: Where a non-EEA student has sufficient time left on their UK visa, they may change a programme of study however the new programme has to be with the Tavistock. Students must notify their course administrator (CA) if they intend to do this as the Trust then has a duty to notify the UKBA. If a non-EEA student wishes to study at another institution, he or she may need to apply for another student visa. UKBA can advise on this matter.

All students, in particular non-EEA students, have a duty to inform the Trust of any changes in their circumstances. Please communicate with the Training Finance and Registry Officer if such circumstances arise so we can ensure your UK student visa is not put in jeopardy.

If you have any queries or concerns get in touch with your Course Administrator or the Training Finance and Registry Officer who will be happy to help and support you. If you want to arrange an appointment to speak directly to our international student support representative you can contact Paul Haviland, Matt Doocey or Joanna Daci who will be able to give you advice and guidance on your UKBA queries:

Email: [jdaci@tavi-port.org](mailto:jdaci@tavi-port.org)  
[phaviland@tavi-port.org](mailto:phaviland@tavi-port.org)  
[mduooccey@tavi-port.org](mailto:mduooccey@tavi-port.org)

## Student Complaints Procedure (Tavistock – UEL)

### *The Tavistock-UEL Student Complaints Procedure*

<b>1</b>	<b>Scope of the Complaints Procedure</b>
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- 1.1 The Tavistock and Portman NHS Foundation Trust (hereafter Trust) and the University of East London (hereafter UEL) describe a complaint as an expression of dissatisfaction with any service or lack of service provided by the Trust or university. The Trust and UEL believe it is important that its students feel able to express dissatisfaction to which a response should reasonably be expected. Through the Complaints Procedure, the Trust and UEL seek to provide an accessible, fair and straightforward system which enables students to raise concerns and which ensures an effective, timely and appropriate response. The Complaints Procedure is not restricted to students of the Trust: it may also be initiated by potential students or members of the public. A complaint may also be submitted collectively by a group of students who should nominate a spokesperson who will be the channel of communication for the group, however, a complaint may not be lodged by a third party on behalf of the complainant.
- 1.2 Students are advised to consider whether there are more suitable ways for them to express the concerns that they have. For example this may be done through Student Representatives at

Course Committees, through 'Student Hand-in' boxes that are distributed around the Trust, through other feedback mechanisms such as course or Trust level questionnaires, or students can discuss their concerns informally with the university Head of Student Compliance and Responsibilities or with the relevant person in the Trust such as the Course Organising Tutor or the Assistant Director of Training.

1.3 The Complaints Procedure does not cover the following categories of complaint, for which separate procedures exist:

- appeals against the decisions of Assessment Boards (see Part 7 of the university Manual of General Regulations);
- appeals against the decisions of the Extenuation Panel (see Extenuation Guidelines);
- complaints against the university Students' Union (see the Complaints Procedure in the Students' Union constitution);
- appeals against decisions taken under disciplinary proceedings ;
- complaints about businesses operating on Trust premises, but not owned by the Trust (contact the Assistant Director of Training );
- complaints about the behaviour of other students (contact the Assistant Director of Training with regard to consideration under student disciplinary regulations);
- appeals against the decisions of Investigating Panels (see Part 8 of the university Manual of General Regulations re Assessment Offences).

1.4 If, after initial investigation, it becomes apparent that a complaint may more properly be dealt with under the Trust staff disciplinary procedure (see the Trust Disciplinary Policy and Procedure), the case will cease to be dealt with under the complaints procedure for the duration of the investigation.

## **2 Procedure**

2.1 There are four stages in the Complaints Procedure:

- |          |  |
|----------|--|
| STAGE 1: | Conciliation                                     |
| STAGE 2: | Formal complaint                                 |
| STAGE 3: | Appeal to the University Secretary and Registrar |

Stage One and Stage Two of the formal Complaints Procedure are conducted within the Trust, and at Stage Three the case is referred to the University.

2.2 In the case of complaints against the Trust Chief Executive, the Dean of Postgraduate Studies or a Trust Director or an Associate Dean Stage 2 will be as follows:

- (a) If the complaint is against the Trust Chief Executive, a Trust Director or Associate Dean, the complainant should seek advice on how to proceed from the Dean.
- (b) If the complaint is against the Dean, the complainant should seek advice on how to proceed from the Trust Chief Executive.

## **3 Stage 1: Conciliation**

3.1 Complainants are strongly advised to make every reasonable effort to resolve their complaint informally through meeting with the member of our Trust staff most directly concerned with the matter before proceeding to Stage 2 and submitting a formal complaint. If necessary a conciliation meeting involving the Associate Dean/Director of Service and the member of staff most directly concerned may be held. The Trust recognises that the majority of complaints will be resolved satisfactorily at this stage.

3.2 The complaint should be raised as soon as possible and normally no more than 10 working days after the failure in the service or the matter giving rise to the complaint. The member of staff

approached should try to resolve the complaint through meeting with the complainant within 10 working days of receipt of the complaint.

- 3.3 Where it is not clear to the complainant which member of our Trust's staff is directly concerned, or the complainant is studying at a partner institute and unclear on the correct complaints procedure to follow, the complainant will be advised by the Assistant Director of Training as Complaints Liaison Officer.
- 3.4 Normally, complaints concerning the structure or organisation of a course programme will most appropriately be dealt with by the relevant Course Committee. In these cases, the complainant should raise the complaint with the student representatives on the Committee, a seminar leader, the Course Organising Tutor or the Associate Dean, as appropriate.
- 3.5 Where the procedure outlined in paragraphs 3.2 to 3.4 above does not produce a satisfactory resolution of the matter giving rise to the concern, the complaint may be formalised and dealt with as in paragraph four below.
- 3.6 While every reasonable effort should be made to resolve complaints at Stage 1, the complainant has the right to proceed to Stage 2 at any time provided that it is within two calendar months of the matter giving rise to dissatisfaction.

#### **4 Stage 2: Formal complaint**

- 4.1 If a complainant is dissatisfied with the outcome of Stage 1 or wishes to proceed direct to Stage 2, he/she should initially contact the Assistant Director of Training as Complaints Liaison Officer. By proceeding direct to Stage 2 the complainant should be aware of the lost opportunity to resolve the matter by informal means. Any complainant who has not attempted to resolve their complaint through conciliation (Stage 1) will be asked to explain on the complaints form why they have not completed Stage 1 of the Complaints Procedure.
- 4.2 The completed complaints form should be lodged with the Complaints Liaison Officer (Assistant Director of Training) in the Directorate of Training within 10 working days of the unsatisfactory outcome of Stage 1 or within two calendar months of the complainant becoming aware of the matter with which he/she is dissatisfied. An extension of these time limits will only be possible in exceptional circumstances, such as illness, an apparent risk of victimisation, personal embarrassment or other hindrance beyond the student's control. In such a case, the formal complaint should be made as soon as possible thereafter, without undue delay, and the complainant will be asked to explain on the complaint form the reason for the complaint being lodged outside of the time limits.
- 4.3 If appropriate the Complaints Liaison Officer will pass the complaint to the responsible manager(s), as outlined below:
  - (a) Dean of Postgraduate Studies or an Associate Dean, if the complaint is about an academic matter, or relates to a matter arising in the context of a placement/practice placement;
  - (b) Director of a Service, or specifically named person, if the complaint is about a non-academic matter.
- 4.4 If the person cited in para 4.3 is him/herself personally involved in the matter of the complaint, the complaint will be dealt with by his/her manager.
- 4.5 If the complaint is more appropriately investigated through the Appeals Procedure then the Complaints Liaison Officer will pass the complaint to the Trust Quality Assurance and Enhancement office. The complaint will cease to be handled as a complaint at this point and will instead be processed as an appeal.
- 4.6 If the complaint is made by a research student about the quality of supervision, the complaint form should be lodged with the Complaints Liaison Officer within six months after first perceiving that there is inadequate supervision or provision of materials or equipment, but no later than three months before the oral examination. As detailed in para 4.2, an extension of these time

limits will only be possible in exceptional circumstances, such as illness, an apparent risk of victimisation, personal embarrassment or other hindrance beyond the student's control. In such a case, the formal complaint should be made as soon as possible thereafter, without undue delay, and the complainant will be asked to explain on the complaint form the reason for the complaint being lodged outside of the time limits.

4.7 If the complaint concerns staffing and/or harassment matters, the Associate Dean should consult with The Directorate of Human Resources regarding the appropriate procedure to adopt before conducting an investigation. If the complaint relates to a member of staff in a placement organisation, the Associate Dean should consult the manager in the placement organisation regarding the appropriate procedure to adopt in this case.

#### 4.8 Investigation of complaint

4.8.1 The Associate Dean responsible for dealing with the complaint shall:

- (a) make such investigations as he/she deems appropriate;
- (b) ask any person being the subject of a complaint for a written statement on the alleged failure/deficiency;
- (c) where the complaint relates to a placement/practice placement, ensure that consultation takes place with appropriate placement staff before concluding any investigation. The placement organisation will be asked to nominate a member of staff to act as liaison in respect of the complaint; this may be the practice placement supervisor;
- (d) keep the complainant and all other people involved informed on the progress of the investigation, in particular when and why the time limit cannot be adhered to.

4.8.2 If the Associate Dean considers that there is a prima facie case to proceed under the staff disciplinary procedure, the case will cease to be handled through the complaints procedure. Where harassment is involved, special provisions apply at each stage of the disciplinary procedure (see the Trust Harassment and Bullying Policy and Procedure). Where the member of staff is located in a placement organisation the case will be handled through the arrangements of that organisation. The complainant and the Complaints Liaison Officer will be notified of this decision; the complainant will not be disadvantaged by this decision.

4.8.3 The Associate Dean may make one of the following decisions within the procedures laid down by the Trust and the university and under the rules of natural justice:

- (a) to dismiss the complaint;
- (b) to suggest an amicable settlement to the complainant (and member of staff if appropriate). Where the complaint relates to a placement organisation the proposed settlement should also be communicated to the nominated liaison. If this is not mutually accepted within five working days, then the manager shall make a decision under (a) or (c) of this section. If the settlement is accepted, the procedure terminates at this stage;
- (c) to find the complaint justified and make an offer of redress to the complainant, eg an apology and/or appropriate recommendations to the Trust or Service or placement organisation.

4.8.4 The Associate Dean shall, within 15 working days of receipt of the complaint form, make a written statement responding to all complaint points making clear the grounds on which a decision or settlement has been reached. The statement shall be sent to the complainant and copied to the Complaints Liaison Officer. The written statement produced as per paragraph 4.8.1 (b) will also be copied to the Complaints Liaison Officer, for the record.

## **5 Stage 3 – Appeal to the University Secretary and Registrar**

- 5.1 If the complainant is still not satisfied with the response, he/she should give written notice to the UEL Complaints Liaison Officer within 10 working days of receipt of the response, explaining why he/she is not satisfied with the outcome. If the matter has been investigated under other Trust procedures, as provided for under para 4.7 above, the complainant can equally request a review of this decision. In each case, the complainant should indicate the matters which he/she considers to be outstanding.
- 5.2 Within 10 working days of receipt of the complaint, the Secretary and Registrar or nominee will decide whether there is a prima facie case to refer the matter to the Complaints Review Panel, provided that:
- (a) there is, at the time, still a complaint which comes under the scope of this procedure;
  - (b) the student's desired outcome to the complaint is achievable;
  - (c) the complaint was lodged within the set time limit.
- 5.3 If there is no prima facie case for proceeding to a complaints review panel the complainant shall receive a written statement explaining the reasons for this. If the complainant is not satisfied with the response he/she shall be given the option of proceeding direct to an independent review at Stage 4.
- 5.4 If there is a prima facie case for proceeding, the Secretary and Registrar may consider the possibility of a mediatory meeting with the parties involved at Stage 1 of the procedure. If the meeting is successful, the complainant and other party will be informed of the outcome in writing within 10 working days. When an attempt to achieve a resolution through mediation is unsuccessful or would appear to be inappropriate, the UEL Complaints Liaison Officer will be advised to convene a Complaints Review Panel.
- 5.5 The Complaints Liaison Officer shall convene a Complaints Review Panel within 30 working days of the notification, to consider and adjudicate on the complaint.
- 5.6 The Complaints Review Panel shall normally consist of the following members:
- (a) a Chair, who shall be a member of the Vice Chancellor's Group or other senior member of staff;
  - (b) two members of staff one of whom shall be at management grade;
  - (c) the President of the Students' Union or nominated member of the Executive Committee.
- 5.7 In the event of a complaint against a Dean of School, Member of the Vice-Chancellor's Group or the Vice-Chancellor, the Complaints Review Panel shall consist of the following members:
- (a) a Chair, nominated by the Board of Governors, who shall normally be a lay member of the Board of Governors;
  - (b) two members of staff one of whom shall be at management grade;
  - (c) the President of the Students' Union or nominated member of the Executive Committee.
- 5.8 Where possible our university shall seek to ensure that the composition of the panel reflects the character of our institution and/or at least one person has been trained in equality and diversity issues.
- 5.9 The Complaints Liaison Officer shall make available to the Complaints Review Panel the complaint form, previous correspondence relating to the complaint and any other relevant documentation.
- 5.10 The outcome and the reasons for the decision of the Complaints Review Panel will be communicated to the complainant within 10 working days of the hearing. The Complaints Review Panel will, at the same time, send a report summarising the complaint, the action taken



to resolve it, and the Panel's conclusions and recommendations to the Vice-Chancellor and the relevant Dean of School/Director of Service. The decision of the Review Panel will be binding.

- 5.11 If the complaint is upheld the Dean of School/Director of Service/Director of Training in partner institution concerned will be asked to respond to the Vice-Chancellor and to the Chair of the Complaints Review Panel within 15 working days of receipt of the report, stating what action has been taken or is proposed in the light of the Panel's recommendations. The Complainant will also be notified of action taken or action proposed in response to the Panel's recommendations.
- 5.12 The procedure of the Complaints Review Panel hearing shall be as specified in paragraph 6 below.
- 5.13 As far as is practicable, confidentiality shall be preserved in the investigation of the complaint. However, information provided by the complainant may be used when a complaint is investigated.

## **6 Procedural Rules for the Complaints Review Panel**

- 6.1 The hearing shall take place in private in our university on a date fixed by the Chair in consultation with members of the Panel.
- 6.2 The complainant may be accompanied at the hearing by one friend (who may be a Students' Union Advice and Information Service Representative but not a paid legal representative). Where several students are bringing the same complaint, they shall appoint two of their number (each accompanied by one friend who cannot be one of the complainants) to attend the hearing. Both the complainant and their friend will have the opportunity to address the panel and ask questions. It is recommended that students consult with the Students' Union Advice and Information Service as they are able to represent complainants at the hearing or accompany them. The University will pay reasonable, standard class travel expenses incurred as a result of the complainant's attendance at the hearing.
- 6.3 After the date of the hearing has been fixed the Complaints Liaison Officer shall, at least seven days before the hearing, write to the complainant(s):
  - (a) notifying the date of the hearing;
  - (b) requesting six copies of any written submissions from the complainant, to be submitted at least two full working days before the hearing date;
  - (c) requesting the complainant(s) to provide the name(s) of any other friend(s) who will accompany them at the hearing and the name(s) of any witness(es) they would like to call (It is the responsibility of the complainant(s) to notify such friend(s) or witness(es) of the hearing.);
  - (d) requesting the complainant(s) to provide details of any reasonable adjustments that may need to be made for the hearing in order to accommodate the complainant if they have a declared disability.
- 6.4 At all times following the lodging of a complaint under the formal complaints procedure, a member of our university staff who is concerned or named in the complaint or whose conduct is by implications called into question by the complaint has the right to be represented by a friend, who shall normally be another member of staff of our university. Such a friend may be a trade union representative but not a paid legal representative.
- 6.5 The Complaints Liaison Officer will circulate all the information received to the Panel and to the parties involved at least two working days before the date of the hearing. In addition to the complainant and respondent, the parties involved shall include the placement liaison in respect of a placement/practice placement organisation, and the Dean of the UEL School in respect of a collaborative partner acting as respondent.
- 6.6 Written information not received in advance shall not be considered by the Panel unless the Panel decides, in exceptional circumstances, to receive such evidence.

- 6.7 If the complainant does not appear at the date and time scheduled for the hearing, the Complaints Review Panel shall consider whether any reasons advanced for non-attendance are valid, and:
- (a) if members so judge, adjourn proceedings to a later meeting;
  - (b) if no reasons are advanced, or if they are judged invalid, proceed in the complainant's absence.
- 6.8 The Panel will decide whether or not any particular witness should be called.
- 6.9 The Complaints Liaison Officer shall be responsible for servicing the hearing, and for producing the report on behalf of the panel.
- 6.10 The Chair has the power to regulate the procedure of the hearing within the spirit of these rules, having regard to the need to maintain informality and reasonable despatch of the proceedings.
- 6.11 Time limits may be departed from only at the discretion of the Chair. If a complaint lapses as a result of failure to keep to a time limit, the complaint cannot be recommenced. Time is calculated on working days throughout the year.
- 6.12 In exceptional circumstances the Panel may consider documents or hear evidence in the absence of the parties.
- 6.13 The Panel shall endeavour to present to the Vice-Chancellor a unanimous report of the facts found and the recommendations made on the basis of those facts. If the report is not unanimous, the minority shall be entitled to record their views and submit them to the Vice-Chancellor.

#### **7 Stage 4 - Independent Review**

- 7.1 If the complainant has exhausted the internal procedures at Stage 3 and is not satisfied with the outcome he/she may request that the case is reviewed by the Office of the Independent Adjudicator which is a body independent of our university.
- 7.2 The grounds and eligibility for review shall be determined by the Office of the Independent Adjudicator.
- 7.3 The findings of any case considered by the Independent Adjudicator shall be considered directly by the Board of Governors. The Board of Governors shall take the recommendations of the Independent Adjudicator into account in reaching a final decision about any action that should be taken in response to the Complaint.
- 7.4 The decision of the Board of Governors is final and there shall be no further appeal against this decision

#### **8 Reporting of Formal Complaints to the Board of Governors and the Academic Board**

- 8.1 The Secretary and Registrar shall report annually to the Board of Governors and the Academic Board on formal complaints received. The report will include: the number of formal complaints lodged the number satisfactorily addressed at Stage 2 including those lodged with collaborative partners; the number of complaints that proceed to Stage 3; the number of complaints that proceed to a Complaints Review Panel; and number proceeding to independent review. Data concerning equal opportunities monitoring shall also be provided. Any overall recommendation(s) arising from the reviews will be drawn to the attention of the Board of Governors and the Academic Board.

#### **9 General Principles underlying the Complaints Procedure**

- 9.1 The Trust and the university's Complaints Procedure recognises the importance of the protection of the rights of those wrongly accused. Malicious or frivolous accusations will be

viewed as a serious matter by our university and could lead to disciplinary action, or legal proceedings.

### **Student Coursework Management Policy**

In accordance with the Data Protection Act and the Freedom of Information Act the Trust operates the following coursework management and retention policy:

1. Responsibility for keeping a copy of coursework submitted for Assessment.  
Students are expected to ensure that they keep a copy of all coursework submitted for assessment (Paper and electronically).
2. Storage of Student Course work for QAA Purposes  
The Trust shall keep an archive copy of all student coursework for the duration of their studies and for one year following graduation or leaving the course.
3. Retention of coursework for teaching purposes  
Course organising tutors may compile packs consisting of coursework submitted for assessment for teaching purposes. These packs should be fully anonymous and stored separately from the archive copies.
4. Return of coursework to students following assessment  
Additional copies, submitted in accordance with course regulations, can be collected by the student from the course administrator. As a rule these will not be sent by post. Coursework will be kept for students to collect for a maximum period of one month. Non-archive copies of coursework that has not been collected will be destroyed.
5. MA Dissertations & Doctoral Theses  
Copies of MA dissertations and Doctoral Theses will be lodged with the Trust's library and stored in accordance with the library's policy of the retention of documents.

### **Student Feedback**

Student feedback is invaluable in maintaining the high standards and quality of training at the Trust. Students are asked to provide feedback in a number of different ways during the course of their studies. This is both informally to staff and formally through the annual student feedback exercise. The Trust organises an exercise for postgraduate research degree courses/awards and an exercise for Masters level and other Trust courses.

The results of both exercises are published on the Trust website ([www.tavi-port.org/qualityassurance](http://www.tavi-port.org/qualityassurance))

### **Student Feedback Form**

You will receive a feedback form during each year of your study with the Trust. The feedback form invites you to express your views on particular aspects of your academic experience. The form is used as a source for implementing student recommendations and improving the quality of the training provision and we ask that every student completes this form to help us maintain or improve the quality of training.

## **Student Representation**

Each course nominates one or more student to act as their student representative on the course committee. We encourage you to take a proactive interest in your training by providing feedback, via your student representative, or by being the representative yourself.

All courses must provide the Dean's office with details of two named elected representatives to the Course Committee as a minimum requirement. The names and contact details are also to be lodged with the library and course administrator. In general terms, the purpose of the role is to give students a voice to influence course level policy and resource decision-making processes and provide an accountable system for channelling student views.

The main duties of the student representative include:

- representing the views of students, by finding out the views of other students on the course;
- contributing items to the agenda of meetings;
- to feedback information or agreed actions to all students on the course;

## **Student Support**

Prior to commencing the course students are normally invited to an introductory evening, 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 available from library staff on request.

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.

Students are also allocated a user name and Athens password by the University of East London. This provides access to on-line learning and study skills resources including *Skillzone* (<http://www.uel.ac.uk/skillzone/index.htm>) which offers useful study skills advice.

There is an optional Trust wide 'Tackling Written Assignments Day' held in the spring term; dates and details will be circulated to students in the course of the autumn term. NSCAP students will either be offered access to this study skills day, or an event will be provided locally if demand is high.

### ***Student Advice and Consultation Service***

Students are encouraged to talk to their personal tutor about any matters, personal or professional impacting on their studies. However, the Trust is aware there may be some situations which are causing a student to worry and which they wish to discuss completely confidentially. In these circumstances the Trust offers a Student Advice and Consultation Service.

This accessible, confidential and professional service aims to be a first 'port of call' for students who are seeking help with a wide range of issues that are affecting their personal and working lives and including their capacity to study.

The consultations can address specific problems, offer help in making decisions, or give support in coping with crisis such as bereavement, relationship breakdown or experience of trauma. In addition, the service can support students in finding the appropriate help with issues such as finance and career advice.

#### ***The Consultation***

The consultation consists of up to three sessions, not all of which may be required. In the initial meeting an assessment is made of the nature of the difficulty. The follow-up sessions will review whether any further help of a specialist of a longer term nature is required and the student will be given assistance in finding such help.

### **Consultation Staff**

The service is run by members of the professional staff within the Trust. This mainly includes clinical staff all of whom have extensive experience in counseling and psychotherapy and who come from a variety of diverse backgrounds. Most of the staff are also experienced teachers who will be aware of the emotional impact of learning upon students. There will be a sufficient pool of staff available to ensure that any student wishing to use the service would be able to see someone that they do not know and who is not involved in their studies. Confidentiality is assured and no notes will be kept of the consultation.

### **Accessing the Service**

The service is coordinated by Kate McWilliams.

Tel: 0208 938 2538

Email: [kmcwilliams@tavi-port.ac.uk](mailto:kmcwilliams@tavi-port.ac.uk)

Please contact Kate who will provide you with the details of available staff.

Please note Kate is in the Trust Monday, Wednesdays and Thursdays

### **Personal Tutor System**

The arrangements for academic guidance and tutorial support have been organised to reflect the needs of our predominantly professional, part-time and mature student body. The support offered is in line with our curricular structure and the teaching, learning and assessment methods embodied in courses.

All students have a personal tutor who meets with them regularly to discuss the students' progress. The tutors will explore your response to the varied elements of the course, provide informed feedback on your progress and discuss any difficulties. This could include management of work-load in connection with personal and professional responsibilities, the impact of learning about psychological disturbance on your own life and work and anxieties about the assessment requirements, especially about written work if you are a non-graduate or have not undertaken other courses recently.

Tutorials are held at least termly, these are arranged in advance and are for set times, for half an hour or an hour. Extra tutorials can be arranged if need be. Some courses have a requirement for you to engage in personal therapy. The tutor's function is somewhat different if you are in therapy, and tact is required to work out appropriate boundaries. In most courses, however, students will turn to their tutor for the emotional support required by the nature of their demanding professional work and the course content. Personal tutors also provide guidance on career plans, references as requested and advice about job interviews. Your personal tutor is assigned to you at the start of your course.

### **Students with Disabilities**

#### **Disabilities and specific learning difficulties**

We can offer advice and support for our students who may be concerned about the impact their disability could have on their training opportunities.

The types of support we might be able to offer include:

- o Advice and guidance in applying for Disabled Students Allowance (DSA)
- o Individualised help in accessing Library resources
- o Personal interview with senior academic staff before starting on a course
- o Advocacy and support with your academic tutors
- o Advice and guidance from a named education and training disabilities lead

We encourage all applicants to come and see Paul Haviland, Education and Training Disabilities Lead, to have a confidential discussion about how we can support you in your studies.

Please contact Paul Haviland

Tel: 020 8938 2519

Fax: 020 7447 3837

Email: [phaviland@tavi-port.org](mailto:phaviland@tavi-port.org)

Section 7 of the Trust-UEL Assessment Policy for M level courses relating to Disability is quoted below. More broadly, the Trust has a Student Disabilities Policy. This can be found in this handbook.

The Tavistock Centre has wheelchair access throughout the building. There is a loop system in the main lecture hall.

**Extract from: Section 7 Trust-UEL Assessment Policy**

**Ref: 7.1 Assessment needs are supported**

*The assessment needs of students with disabilities, including specific learning difficulties e.g. dyslexia, are supported in compliance with the Disability Discrimination Act 2005 (DDA 2005) and our UEL Disability Equality Scheme (2006). The trust-UEL Assessment Policy also complies with the QAA Code of Practice on Students with Disabilities which states: "Assessment and examination policies, practice and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes".*

**7.2 Inclusive approach**

*We practise an inclusive approach in supporting our students with disabilities/ specific learning difficulties (SpLD). The inclusive approach focuses on the capacity of the trust to understand and respond to the requirements of individual learners and not to locate the difficulty or deficit within the student. In this way we move away from 'labelling' students and towards creating an appropriate learning environment. By inclusive learning, therefore, we try to match the requirements of an individual learner and the provision that is made for them (Centre for the Study of Inclusive Education 1999).*

**7.3 Coursework**

*With regard to coursework, reasonable adjustments should be embedded into the coursework process. Academic staff should set any coursework at the beginning of the term in which the assessment is due to be handed in, and ensure that all time-frames have a reasonable adjustment built-in (see Section 4.1.3).*

**7.4 Shared responsibility between the Trust and the UEL Disability, Dyslexia and Access Centre (DDAC)**

*The trust and the DDAC will share joint responsibility for ensuring that reasonable adjustments are put into place in an efficient and timely manner and for ensuring that students are kept appropriately informed.*

*Types of support we might be able to offer include:*

- *Advice and guidance in applying for Disabled Students Allowance*
- *Longer library loans*
- *Advocacy and support with your academic tutors*
- *Guidance on finding dyslexia tutors, Learning Support Mentors, note-takers, etc.*

The Trust Policy referred to above is committed to –

“promoting full participation of disabled students in all aspects of the academic and social life of the Trust. The Trust recognises its obligations under the Disability Discrimination Act 1995 (DDA) as amended by the Disability Discrimination Act 2005 and is committed to making anticipatory and reasonable adjustments in the provision and delivery of education and training.”

**Student Disabilities Policy (Tavistock)**

<b>1</b>	<b>Introduction</b>
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The Tavistock and Portman is committed to promoting full participation of disabled students in all aspects of the academic and social life of the Trust. We aim of implement a process of ongoing review and development of this policy in a manner which promotes full inclusion of students and staff with disabilities.

The Trust recognizes its obligations under the Disability Discrimination Act 1995 (DDA) as amended by the Disability Discrimination Act 2005 and is committed to making anticipatory and reasonable adjustments in the provision and delivery of education and training.

The Trust is currently in the process of developing a Single equalities scheme which will include and action plan to promote equality for all students with a disability.

<b>2</b>	<b>Purpose</b>
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This policy articulates and outlines Trust policy for managing the needs of students with disabilities in order to ensure they receive and achieve a positive learning experience throughout the duration of their stay at the Trust.

This policy is intended to meet our obligations under the equality legislation and to ensure we provide a safe, effective and positive working and learning environment for the delivery and receipt of education and training.

### **3 Scope**

This policy applies to all applicants and existing students attending the Tavistock and Portman NHS Foundation Trust on Trust premises. It does not apply to applicants or students attending programmes of study in outlying centres. The Trust will seek to encourage outlying centres to implement a Disability policy.

### **4 Definitions**

The Trust adopts the definition of disability in the Disability Discrimination Act 1995 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability of carryout normal day-day activities'.

### **5 Duties and responsibilities**

#### **5.1 Student Lead Disability Officer**

The Trust has appointed a Student Lead Disability Officer (SLDO) who has operational responsibility leading on issues relating to student disability across the Trust. This lead is accountable to the Assistant director education and training and the Dean of postgraduate studies who has strategic responsibility for Student Disability issues across the Trust. The Trust seeks to encourage students with disabilities to declare them and to contact SLDO for support.

The SLDO will be responsible for communicating and ensuring appropriate staff particularly OTs and CAs will receive information about particular requirements of disabled students in a clear and timely manner.

The SLDO has responsibility ensuring the Trust Library and Course Organising Tutors are routinely notified within 28 days of the arrival of a disabled student.

#### **5.2 Assistant Director Education and Training**

The Assistant Director Education and Training will monitor this policy on an annual basis. Information about the effectiveness of this policy will be gathered and monitored through the Trust student feedback process.

The Assistant Director Education and Training has a duty to report outcome of monitoring and evaluation of this policy to the Dean of postgraduate studies who will communicate outcomes to appropriate Trust committees.

### **6 Procedures**

6.1 This policy aims to address the needs of all students with visible and invisible disabilities whether declared or not.

#### **6.2 Environment**

The Trust is committed to the systematic review and improvement of physical access to our premises. The Trust system of ongoing review and maintenance will be communicated widely and will seek not to create new barriers. This will include consultation with disabled users. Where facilities are not accessible we will endeavour to make appropriate arrangements which meet the needs of the user.

### 6.3 Access to facilities and support

Students with disabilities will have access to the same range of support services as are available to their non-disabled peers. We will ensure that there is a designated member of staff to provide advice and support to disabled applicants, students and to staff who work with them.

Although the Trust endeavours to make all its buildings accessible to wheelchair users, there remain facilities which are inaccessible.

The SLDO and Assistant Director will undertake annually a review and identification of barriers to academic support services including consultation of disabled students on their access requirements for education and training services.

### 6.4 Information for applicants, students and staff

All publicity, course details and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary for familiarisation by students.

All publicity, programme details and general information will describe the opportunities available for disabled people to participate in the activities offered and the support available to enable maximum inclusion in these activities. This will include a review and revision of all course materials and texts to ensure course information is clearly included and Organising tutors are advised of alternative delivery of courses where necessary.

### 6.5 Taster Events

The Trust will meet its statutory and legal obligations to members of the public and potential applicants attending taster events and promotional learning activities. Members of the public and potential applicants are encouraged to inform staff in the Department of Education and Training or the lead contact for the event or interview of any individual requirements prior to the event. This allows staff to make suitable/appropriate arrangements to address the access needs of the individual.

### 6.6 Admission Criteria

The Trust offers a range of postgraduate course and Continuous Professional Development activities. It will seek to make explicit and transparent the process and criteria for admitting students on its programmes. The Trust will endeavour to ensure that such criteria and processes for admitting students do not create unnecessary barriers to disabled applicants and students.

### 6.7 Selection of students

Offers of a place of study at the Trust are made on academic merit. The Trust will ensure equitable consideration of all applicants in selection and admission of students.

Applicants are encouraged to disclose their disability on application to the Trust. This disability information will be removed from application forms prior to interview. This is in order to ensure student disability information does not inform admission decisions.

Where an applicant has declared a visible disability on the course application form, the student will be contacted by the Course Administrator (CA) to ascertain what reasonable adjustments can be made before interview. Students will be asked to communicate any access requirements to the CA or SDLO.

Trust Organising Tutors (OT) are required to communicate the outcome of all interviews directly to the CA and not directly to the Student. All interview decisions will be communicated to the student in writing by the CA, authorised by the OT.

### 6.8 Admission of Students

After interview but prior to communication of admission decisions to the applicant, the disabled applicant study support requirements (where disability is disclosed) should be discussed with the Organising Tutor (OT). This is in order to identify any factors that may impact on our ability to meet the disabled student needs or ensure course completion and the student's ability to access the required support in time for the desired course start date. CAs are required to inform the SLDO where a disabled student has been admitted.



Appropriate training and information about systems and sources of support will be distributed to all OTs, CAs and tutors by the SLDO. In doing so, disabled applicant's support needs will be identified and assessed in an effective and timely manner, taking into account their needs.

Where the Trust has made all endeavours and is unable to make reasonable adjustments, it may very exceptionally reject an application on the grounds of disability on a number of grounds including the nature of the courses delivered by the Trust.

#### 6.8 Enrolment, Registration and Induction

Processes, systems and structures for enrolment, registration and induction of new students (including students APELED) will accommodate the needs of disabled students.

The Trust will enable individual students to disclose their disability and offer them a professional assessment (via our collaborative partners) of their study support requirements, and seek to meet those requirements within a reasonable time period. We aim to undertake a full assessment of study support requirements as soon as possible. Study support requirements identified at this assessment will be met within a reasonable time.

A representative from the Library will be available prior to disabled student admission or at enrolment days to discuss students' library needs with them.

#### 6.9 Learning and Teaching

Students are encouraged to discuss their learning support needs with their personal and organising tutor where possible or directly with the SLDO.

Course specifications will be reviewed to ensure they are inclusive, responsive to student needs, offer maximum flexibility and free of unnecessary barriers to access. All academic support services and guidance will be accessible and appropriate to the needs of disabled students.

Course delivery will take into account the needs of disabled students and as far as is reasonably possible be adapted to accommodate their individual requirements. This will include a review of course specifications to ensure they are responsive to student needs, offer maximum flexibility and are free of unnecessary barriers.

The Trust will ensure that wherever possible, disabled students will have access to academic materials and placements that adequately support their learning and support needs.

Additional curricular materials will be provided to disabled students on request or where already noted by the tutor. In terms of providing lecture notes, these will be provided where deemed appropriate.

#### 6.10 Assessments and Vivas

Assessments policies, practices and procedures will provide disabled students with opportunities equal to those of their peers to demonstrate the achievement of learning outcomes. Where study or assessment is negatively affected as a direct result of a disability-related cause, we will make reasonable adjustments to ensure the academic progress of the student is not unjustifiably impeded.

Where the disabled student is attending a Viva, arrangements to accommodate the needs of student will be made by the CA in consultation with the particular student.

#### 6.12 Quality assurance and course validation and review

All quality assurance procedures will require evidence of provision made in all courses to ensure full participation in all aspects of teaching and learning for students with disabilities, and the annual monitoring of this provision.

#### 6.13 Associate centres

Providers in associate centres will be advised to provide their own policy which should be consistent with the Tavistock and Portman policy in relation to all students and applicants enrolled on courses franchised to Tavistock and Portman.

#### 6.14 Overseas students and applicants

Applicants declaring a disability will be invited and enabled in consultation with staff to assess and identify their study support requirements.

Prior to offering a place to the student, we will endeavour to advise the student of an estimate of the cost of the support required, possible sources and procedures for securing this support, the contribution we may make to the cost and alternative sources of funding.

#### 6.15 Promotion of Disability

It is the duty of the SLDO to ensure the needs of disabled students are met from the point of admission to completion of their programme at the Trust. This duty will also include actively promoting disabled support to students through a range of communication mediums including 'Moodle'. The SLDO will also have a duty to ensure all staff in the Trust is made aware of their statutory obligations to disabled students through a range of communication mediums including the Trust intranet and newsletter.

#### 6.15 Library and learning resources

The Special needs librarian has responsibility for supporting the needs of disabled user from admission and throughout their stay at the Trust.

The Library has a duty to provide equitable access to resources and a range of services for disabled users. Details of library services must be made available to disabled students on enrolment.

All students with a declared disability must enter into an agreement with the library following which a *Library support certificate for disabled students* will be issued. This agreement will set out details of disabled student access to library services.

The Library encourages early notification of student support needs to ensure such additional aids or adaptations are in place.

The Library will canvass disabled students' views through annual surveys as well as less formal channels so as to enable improvement of the service it delivers to disabled students services.

#### 6.17 Emergency Evacuation

Trust policy for emergency evacuation will be distributed to all staff and students and offered in accessible formats. The policy for emergency evacuation will be revised in light of systematic and regular practice, monitoring and review of the procedures identified in the policy.

### **7. Training requirements**

Trust wide induction and other relevant training will include disability awareness/equality and training in specific services and support.

All staff including Course Administrators (CAs) and Organising tutors (OTs) will be required to undertake appropriate disability awareness/equality training. This will include regular awareness training.

### **8. Process for monitoring compliance with this policy/procedure**

#### 8.1 Monitoring and evaluation

We will monitor student applications, admission, academic progress, and patterns of impairment presented by disabled students.

We will monitor the effectiveness of our provision for students with disabilities, identify opportunities for enhancement and ensure modification of practice including complaints on an annual basis. Outcomes will be communicated Trust wide and to students on our electronic communication systems including our website and Moodle.

## 8.2 Student Feedback

The Trust is committed to considering feedback from students with disabilities in implementation of mechanisms which enable a positive learning environment and experience for disabled students.

## 8.3 Data management

In order to maintain accuracy of data and information on disabled students, the library has a duty to exchange of details of disabled students who declare themselves to the library within 7 days of this information being made available to them. Similarly DET will provide the library with details of all students who declare a disability within 28 days of the student accepting a place on the Trust course or as soon as it is made known to the SLDO or the CA.

## 8.4 Data Protection Act

Appropriate records will be kept on all students with disabilities in line with Data protection Act. All matters relating to disabled students will be managed confidentially by the SLDO, CAs and all staff who come into contact with this information.

## 8.5 Annual Review

This policy will be reviewed annually and action plans developed to improve it.

## 9. Equality impact statement

This policy has been screened using the Trust's Equality Impact Tool and has been found not to discriminate against any group of persons.

## 10. References

This policy is informed by the Disability Policy of our collaborative partners, University of East London and University of Essex.

### **Submission of coursework format**

Coursework submitted for assessment must have two coversheets. The declaration will be retained by administrators and stored with the archive copy of the work. The work must be word processed using 12 font sizes on white paper, single sided, 1.5 or double line spacing, pages must be numbered. All coursework to be marked should be submitted in triplicate and stapled securely.

### **Submission of coursework from outlying centres**

Coursework from outlying centres should be submitted to the outlying centre administrator at a locally agreed time to ensure that the work is received by the Tavistock Centre on or before the due date. Students in off-site locations that do not have an administrator should follow the submission procedures agreed with their tutors.

### **Submission of MA Dissertations**

Except with specific permission of the Course Organising Tutor Dissertations must be presented in English. Permission to present a Dissertation in another language must normally be sought at the time of application for registration.

Candidates will be permitted to present a Dissertation in a language other than English if it is satisfied that adequate supervision in that other language can be arranged and that examiners who are capable of examining the Dissertation in that other language are likely to be available. In such cases a summary in English of 1000 words must be included in the Dissertation.

The Dissertation must acknowledge published or other sources of material consulted (including an appropriate bibliography) and any assistance received.

There shall be an abstract (of approximately 300 words) bound into both the hard bound and spiral bound copies of the Dissertation which provides a synopsis of the Dissertation, stating the nature and scope of the work undertaken and of the contribution made to the knowledge of the subject treated.

The copyright of the Dissertation is vested in the candidate.

Dissertations are normally in A4 format, however in exceptional circumstances an Organising Tutor may give permission for a Dissertation to be submitted in another format where it is satisfied that the contents of the Dissertation can be better expressed in that format.

Following the award of the degree one copy of the Dissertation will be lodged in the Trust's library. Where the University has agreed that the confidential nature of the candidate's work is such as to preclude the Dissertation being made freely available in the Trust's library, the Dissertation shall, immediately on completion of the programme of work, be held by the library on restricted access and only be available to those who were directly involved in the project for a time not exceeding the approved period.

Unless the requirements stated above that the student deposits one copy in the Trust library in the required format are fulfilled, the Trust reserves the right to withhold the award certificate received from the University of East London.

### **Submission, Non-Submission, Resubmission and Receipt of Coursework**

Coursework hand-in deadlines are listed below. Students are advised to ensure that coursework they are submitting for assessment is printed out in advance of the hand-in deadline. All work will be receipted and date stamped.

Cover sheets for coursework can be downloaded from the student area of the website or obtained from the Directorate of Education and Training (DET).

Coursework should either be handed in to DET between the hours of 10am to 6pm on or before the due date or put in the *Drop-in Box* which is clearly marked on the Ground Floor of the building. Coursework arriving after the due date will not be accepted unless extenuation has been granted.

Any coursework for assessment not handed in by the deadlines provided below and for which extenuating circumstances have not been granted will be deemed a non submission by the course assessment board. The paper is thus technically regarded as a fail. The piece of coursework will need to be resubmitted and capped at 50% as a pass.

Any coursework submitted for the first time during the course of the academic year which is marked as not passed cannot be resubmitted until such time as the course assessment board has ratified or otherwise the mark awarded by the course prior to the meeting of the board.

**Please note: No marks awarded for coursework during the academic year shall be confirmed until they have been ratified by the Course Assessment Board.**

## **Withdrawal**

This term refers to students officially leaving the Trust and therefore discontinuing their attendance at all learning activities. The student should inform the course organising tutor and the Finance and Registry Unit that he/she wishes to permanently withdraw from the course of study with no intention to return. The student's enrolment with the Trust and/or validating institution will be terminated. There is no financial reimbursement for course withdrawal in line with the Course Fee Regulations. Readmission at a later date is not automatic and an application for re-admission should be made in the Finance and Registry Unit.

Non-EEA students (in the UK with permission as a student) have to contact the UK Border Agency for immigration advice on the implications of withdrawing from a course.

## **Word Count for Course Work Submitted for Assessment**

The agreed Assessment Tariff for M level courses stipulates the maximum word length for coursework and dissertations presented for assessment. Please see Section 1.3 'Introduction' above for details of the Assessment Tariff and for a delineation of what is included and not included in determining the word count. Organising Tutors have the right to refuse coursework that exceeds the stated word count for assessment and extenuation shall not be granted under these circumstances.

As already stated in Section 1.3 above it is the convention that the word count does not include ancillary data such as footnotes, references/bibliography, and where applicable, observation reports presented as part of assessed coursework.