# PROGRAMME SPECIFICATION

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| Name, title and level of final qualification(s) | **MSc Psychodynamics of Human Development**<br>**PG Dip Psychodynamics of Human Development**<br>(Level 7) |
| Name and title of any exit qualification(s) | PG Dip<br>PG Cert |
| Awarding Body | University of London |
| Teaching Institution(s) | Birkbeck, University of London<br>and<br>British Psychotherapy Foundation |
| Home Department/other teaching departments | Department of Psychosocial studies |
| Location of delivery | Central London, online* |
| Language of delivery and assessment | English |
| Mode of study, length of study and normal start month | Part-time 2 years<br>October |
| Professional, statutory or regulatory body | N/A |
| QAA subject benchmark group(s)<br>Higher Education Credit Framework for England | N/A |
| Birkbeck Course Code | TMSPDHDV_C<br>TPDPDHDV_C |
| HECoS Code | 100498 |
| Start date of programme | Prior to 2008-09 |
| Date of programme approval | Prior to 2008-09 |
| Date of last programme amendment approval | November 2022 |
| Valid for academic entry year | **2026-27** |
| Date of last revision to document | 12/08/2022 |

**Students on online route attend in-person study days.*

**Admissions requirements**

Normally a first degree; non-graduates with academic and professional experience may be considered.

Experience of working with children, adults or families is an advantage.

**Course aims**

- Provide students with a forum for thinking about their own work and practice in psychoanalytic or Jungian analytic terms, to enhance understanding and practice.
- Provide a setting in which students may develop a critical understanding of psychoanalytic or Jungian analytic approaches.
- Provide an opportunity for students to develop skills in observation and self-reflection.
- Facilitate group learning and co-operation.
- Provide a view of the human life cycle through developmental and psychoanalytic or Jungian analytic theories and a forum for discussion and debate focusing on these different perspectives.
- Begin to formulate an understanding of psychoanalytic or Jungian analytic theories and locate this within contemporary epistemological questionings.
- Provide an opportunity to develop epistemological, methodological, observational and research skills in relation to psychoanalytic or Jungian analytic theory, infant observation, child development and life span studies.
- Afford students the opportunity to consider training in child and adolescent or adult psychoanalytic or Jungian analytic psychotherapy.

**Course structure**

The MSc/PG Dip Psychodynamics of Human Development offers a part-time route only (see module map below). The part-time programme is offered with in-person and online modes of study, but both groups must attend 6 in-person study days over the course of the 2-year programme.

| Level | Module Code | Module Title | Credit | Comp Core/ Option | Likely teaching term(s) |
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| **Part-time – 2 years** | | | | | |
| **Year 1** | | | | | |
| 7 | PSSL001H7 | Psychoanalytic or Jungian Analytic Theory | 15 | Core | T1-3 |
| 7 | PSSL002H7 | Work Discussion | 15 | Core | T1-2 |
| 7 | PSSL016S7 | Infant Observation 1 | 30 | Core | T1-3 |
| **Year 2** | | | | | |
| 7 | PSSL002D7 | Infant Observation 2 | 60 | Core | T1-3 |
| 7 | PSSL003D7 | Dissertation MSc Psychodynamics of Human Development* | 60 | Core | T1-3 |
| **Note: students choosing to work on an empirical dissertation (rather than a theoretical one) will be required to attend on an audit basis, the lectures of module SSPA085D7 - Independent Research Module, on Psychosocial Research Methods, in the Autumn term of the second year. The IRM is entirely taught online and uses pre-recorded lectures.* | | | | | |

Note: The PG Dip programme is the same as the MSc, except students on this route do not take the dissertation module completing 120 credits of taught modules instead of 180 credits.

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| Core: | Module must be taken and passed by student |
| Compulsory: | Module must be taken but can be considered for compensated credit (see CAS regulations paragraph 24) |
| Option: | Student can choose to take this module |

**How you will learn**

Your learning and teaching is organised to help you meet the learning outcomes (below) of the course. As a student, we expect you to be an active learner and to take responsibility for your learning, engaging with all of the material and sessions arranged for you.

Each course is divided into modules. You will find information on the virtual learning site (Moodle, see Academic Support below) about each of your modules, what to expect, the work you need to prepare, links to reading lists, information about how and when you will be assessed.

Your learning for this course will be organised around the activities outlined below.

Teaching primarily consists of theoretical seminars, workshops, discussion groups and research seminars (including observational skills and work reflection).

**Teaching methods for online students:** Theoretical seminars, workshops, discussion groups and research seminars (including observational skills and work reflection): Online

Study Days: in person – all students (both in-person and online cohorts) are required to attend in person 6 Study Days over the course of the two years programme.

**How we will assess you**

The course will use a variety of assessment methods. Assessment is used to enhance your learning rather than simply to test it. For most of the modules associated with this course, your assessment will be through the following types of assessment.

**Year 1:**

Module: Psychoanalytic or Jungian Analytic Theory: One essay of between 2,500 and 3,000 words.

Module: Work Discussion: One essay of between 3,000 and 4,000 words.

Module: Analytic Reflection on Infant Observation: One ‘take away’ examination

**Year 2**

Module: Infant Observation 2: One infant observation paper of 5,000-8,000 words

Module: Dissertation :A dissertation of 10,000-15,000 words

Note: The assessment is the same for in-person and online students

**Learning outcomes (what you can expect to achieve)**

‘Learning outcomes’ indicate what you should be able to know or do at the end of your course. Providing them helps you to understand what your teachers will expect and also the learning requirements upon which you will be assessed.

At the end of this course, you should be able to:

- Develop an enhanced awareness and understanding of human development and interaction.
- Develop an introductory understanding of psychoanalytic theory or Jungian analytic theory and its application.
- Further your understanding of clients' communication and of the therapeutic process.
- Develop the ability to understand the impact of different organisational structures and other work settings on the therapeutic dynamic.
- Demonstrate personal and communication skills both spoken and written.
- Develop some understanding of epistemological issues and skills in identifying relevant and practicable research projects and appropriate methodologies in the field of psychoanalytic or Jungian analytic studies, infant observation and child development and life span studies.
- Develop and pursue a programme of research and communicate the findings in written form.

**Careers and further study**

You will find graduates from this course in the following kinds of roles:

Psychodynamic psychotherapist or counsellors (after further studies and clinical qualifications) either in mental health or educational settings. Please note, this Masters programme does not offer a clinical qualification, but it provides excellent foundations for future clinical training.

Psychodynamics of Human Development graduates will complete with a set of valuable attributes, such as:

Unique psychosocial research skills

The ability to consider human psychodynamics in both work and institutional settings

An enhanced ability for self-reflection

Skills for evaluating and assessing human behaviour psychosocially, thus considering their intra-psychic, inter-psychic and socio-political aspects.

Birkbeck offers a range of careers support to its students. You can find out more on the careers pages of our website.

**Academic regulations and course management**

Birkbeck's academic regulations are contained in its Common Award Scheme Regulations and Policies published by year of application on the Birkbeck website.

You will have access to a course handbook on Moodle and this will outline how your course is managed, including who to contact if you have any questions about your module or course.

**Support for your study**

Your learning at Birkbeck is supported by your teaching team and other resources and people in the College there to help you with your study. Birkbeck uses a virtual learning environment called Moodle and each course has a dedicated Moodle page and there are further Moodle sites for each of your modules. This will include your course handbook.

Birkbeck will introduce you to the Library and IT support, how to access materials online, including using Moodle, and provide you with an orientation which includes an online Moodle module to guide you through all of the support available. You will also be allocated a personal tutor and provided with information about learning support offered within your School and by the College.

Please check our website for more information about student support services. This covers the whole of your time as a student with us including learning support and support for your wellbeing.

**Quality and standards at Birkbeck**

Birkbeck's courses are subject to our quality assurance procedures. This means that new courses must follow our design principles and meet the requirements of our academic regulations. Each new course or module is subject to a course approval process where the proposal is scrutinised by subject specialists, quality professionals and external representatives to ensure that it will offer an excellent student experience and meet the expectation of regulatory and other professional bodies.

You will be invited to participate in an online survey for each module you take. We take these surveys seriously and they are considered by the course team to develop both modules and the overall courses. Please take the time to complete any surveys you are sent as a student.

We conduct an annual process of reviewing our portfolio of courses which analyses student achievement, equality data and includes an action plan for each department to identify ongoing enhancements to our education, including changes made as a result of student feedback.

Our periodic review process is a regular check (usually every four years) on the courses by department with a specialist team including students.

Each course will have an external examiner associated with it who produces an annual report and any recommendations. Students can read the most recent external examiner reports on the course Moodle pages. Our courses are all subject to Birkbeck Baseline Standards for our Moodle module information. This supports the accessibility of our education including expectations of what information is provided online for students.

The information in this programme specification has been approved by the College's Academic Board and every effort has been made to ensure the accuracy of the information it contains.

Programme specifications are reviewed periodically. If any changes are made to courses, including core and/or compulsory modules, the relevant department is required to provide a revised programme specification. Students will be notified of any changes via Moodle.

Further information about specifications and an archive of programme specifications for the College's courses is available online.

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