

MA Understanding Domestic Violence and Sexual Abuse

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Final Award: MA Understanding Domestic Violence and Sexual Abuse

Programme Name: MA Understanding Domestic Violence and Sexual Abuse

Total credit value for programme: 180 credits

Name of Interim Exit Award(s):

Postgraduate Certificate in Understanding Domestic Violence and Sexual Abuse (60 credits)

Postgraduate Diploma in Understanding Domestic Violence and Sexual Abuse (120 credits)

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s):

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: May 2024

Home Department: Department for Social, Therapeutic and Community Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Introduction

Our goal is to empower students through professional qualification and/or critical learning. Our particular collection of professions and perspectives uniquely places our graduates to meet stressed and struggling publics in ways which speak to their mental health, well-being, domestic safety and social justice.

We see our students and the users of professional services in the round, as individuals, in relationships, in communities and societies, all with differing skills, experiences, aptitudes and privileges. We tailor teaching and learning to enable each person's growth and development, and we model professional practice which meets service users where they are.

Students will join a community of highly experienced practitioners, educators and researchers, focused on developing the very best of critical, values-driven practitioners and leaders.

We are guided by our own manifesto, developed by students and staff, incorporating 5 values and 5 principles in all our teaching, practice and research. Students will find these reflected in each module and programme.

Our values are:

1. Anti-racism, equality, diversity and inclusion
2. Social justice and social change
3. Environmental justice
4. Solidarity and Relationships
5. Hopefulness

Our principles are:

1. [An ethical commitment to support each others' well-being as teachers and learners:](#)

- Recognising our humanity at work – spaces to talk, to vent, to share, to support one another
- Actively working in anti-racist ways and challenging inequality and oppression

2. [Inter-disciplinarity:](#)

- Identifying broad shared critical theory(ies) as the context for critical practice – equipping students with the science and philosophy of knowledge
- Cross-program teaching on shared and overlapping themes, namely anti-racism, attachment, safeguarding, social policy, research methods, ecology, activism and 'greening' our professions

3. [Innovation and Creativity](#)

- Embedding emotional and intellectual curiosity about racism, anti-racism and identity, the climate emergency and post-COVID practice
- Taking time to ground our teaching and learning in lived experiences and real-world dilemmas
- Embedding community arts and creative practices

4. [Progressive Partnerships](#)

- Knowing and working with our neighbours to provide services and spaces to think. The department is in partnership with the NHS and the local authority to run our own mental health and well-being clinic for the local community and London. Students can undertake their placements in the clinic, providing low-cost (free to users) therapeutic services, family support and youth services. The aim is to support the community through better access to well-being services, focusing particularly on Black, Asian and minority ethnic service users and religion and belief communities who are racially and religiously minoritised.

5. Reflexivity

- Regular staff-student get-togethers to ask ourselves what are we doing well, what are we getting wrong, what could we do differently, or additionally?

Programme overview

The MA Understanding Domestic Violence and Sexual Abuse, is unique and represents the first programme to apply psycho-social perspectives to the field. The programme synthesises psychodynamic, systemic, cognitive behavioural and social theories to critically examine abusive behaviour and the impact of being abused. The programme focuses on looking at practice and research from these theoretical perspectives and will consider abusiveness and its impact in different international, cultural and social contexts from childhood to older age. This course cultivates a unique and creative approach to the topic of domestic and sexual abuse, pursues intellectual curiosity and nurtures an environment of openness and tolerance. We explore debates within the sector and invite different ideas, approaches and viewpoints into the classroom. Students are enabled to connect with each others' identities and values and to find solidarity, even in their differences. This course was designed and developed with experts from a range of professions including psychotherapists, social workers, community workers, researchers and public sector professionals.

One of the assets of the programme lies in the diversity of the student cohort each year and its integration of perspectives across a wide range of disciplines. Students who participate in this programme come from a variety of academic and professional backgrounds representing the fields of law, social work, community work, therapies, education, healthcare and others. We have a flexible approach to our entry requirements and each year welcome students who do not have a primary degree but who have professional or voluntary experience of working with survivors or perpetrators of abuse. We provide additional academic writing and researching support for students and the programme thrives through the presence of diverse voices who bring unique perspectives, knowledge and understanding to the classroom. Our typical student age range spans from twenties to seventies and each year we welcome international students from all around the world.

This MA is designed by and for professionals or aspiring professionals in health and social care, criminal justice, social work, practitioners in the psychological therapies and third sector workers from specialist abuse services. It is particularly apposite for people wanting to increase their grasp of the interplay between mental distress, domestic violence and sexual abuse.

The programme may be studied in one of two formats – either on campus or as a distance learning programme via the VLE. The on-campus delivery of the programme will be in blocks of 3 days making use of Saturdays and occasional online learning opportunities where appropriate to make the study more accessible to working adults. The distance learning delivery will provide structured and guided study throughout the programme. Both methods of delivery will make use of the VLE so that students from either mode can make

use of opportunities to link via the forums, webinars and through the programme blog. Individual modules on the programme will be available (on-campus or via distance learning) as part of a continuing professional development plan for psychological therapists and other workers in the field.

This programme does not form part of any accredited training or qualification but provides opportunities for continuous professional development for those already working in related fields. Students are enabled to relate their work experience with individual module content, and this dynamic interaction between the learning and working environments is an inherent part of the programme, which is fully supported by continuous dialogue between staff and students and the completion of reflective logs. The programme is taught jointly across a range of disciplines and professions in the department, enabling students to work with a wide range of emerging professionals

The MAUDVSA connects to the United Nations Sustainable Development Goal 5 on gender equality by emphasising teaching and practice which understands the ways in which structural sexism and misogyny can be reproduced, especially in relation to caring responsibilities

Programme entry requirements

The programme is designed to take applicants with academic backgrounds alongside those with significant professional experience. All applicants would normally have, or be expected to gain, a first degree of at least second class or equivalent. Applicants may be eligible for admission if they do not meet this criterion but have professional qualifications or relevant work experience, which will be assessed via the application submission and the interview. Examples of relevant areas of professional experience, training or study might be: nursing, social work, education, police, probation/prison services, counselling and psychotherapy. Candidates would be expected to have at least one year's experience of work in public, voluntary/third sector or the private sector in related fields. Applicants whose first language is not English are required to have a minimum score of 6.5 in IELTS (International English Language Testing System) as administered by the British Council.

It is expected that all applicants will be working in or have a professional interest in the subject area. The individual modules for credit or continuing professional development hours would be suitable for applicants who have an equivalent academic or experience level, which will be detailed in the information for each module when it is advertised. All students undertaking individual modules for credit or continuing professional development hours will be expected to take an online introduction to the module in preparation to the start of teaching.

EU applicants: Applications from EU students are welcomed, and all the major European qualifications are accepted.

Overseas (non-EU) applicants: Students from all countries are welcome to apply and a variety of qualifications for entry can be presented. Each application is considered on its individual merit.

Aims of the programme

Students will be provided with a sound basis in theoretical knowledge and current research which will develop their current work and increase their potential for further advancement in the field. This involves combining critical thinking and training in relevant research methods with a sound underpinning of the theory and research pertaining to this field of work. Each part of the programme has been carefully designed to lay the foundations for progression to the next. The programme incorporates some digital learning (pre-recorded lectures, and links) to enable students who are neuro-diverse to prepare and digest outside of timetabled space, and to support students with caring responsibilities to study in their own time

Students will:

- Develop a critical understanding of the unique synthesising psychodynamic, systemic, cognitive behavioural and social theories to examine the impact of being abusive or being abused.
- Develop a critical understanding of the issues around working with different client groups and using different forms of intervention.
- Develop the ability to design and carry out research and present it publicly to address these issues clearly, precisely and accurately.
- Be provided with an introduction and overview to a number of different types of intervention.
- Explore and identify the ways in which the experience of domestic abuse intersects with personal and social identity and inequality

Programme learning outcomes

Students who successfully complete the MA in Understanding Domestic Violence and Sexual Abuse will:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge and awareness of the key concepts and	Module 1: Theories, Policy and Interventions Module 4: Working with Children, Adolescents and their carers

	debates in the study of domestic violence and sexual abuse, including new approaches within the field.	
A2	Distinguish and appraise appropriate research methodologies, their potential applicability and their possible limitations.	Module 3: Multidisciplinary Research Methods Module 1: Theories, Policy and Interventions Module 4: Working with Children, Adolescents and their carers Module 5: The Impact of Trauma
A3	The ability to develop the emotional intelligence and empathy required to understand the different viewpoints when working with perpetrators and victims across different multi-disciplinary perspectives.	Module 2: Group Work: Power, Identity and Conflict Module 1: Theories, Policy and Interventions Module 4: Working with Children, Adolescents and their carers Module 5: The Impact of Trauma
A4	Demonstrate comprehensive knowledge and understanding of a chosen research topic, including relevant theories, methodologies, and debates, as evidenced through the completion of an original dissertation	Module 6: Dissertation

- **Cognitive and thinking skills**

Code	Learning outcome	Taught by the following module(s)
B1	Critically evaluate and assess a range of socio-cultural and psychological research methods.	Module 3: Multidisciplinary Research Methods

B2	Demonstrate the ability to summarise arguments of varying degrees of complexity.	Module 1: Theories, Policy and Interventions
B3	Critically analyse and synthesise complex research findings, theories, and methodologies to develop a coherent argument and contribute to the scholarly discourse in the field	Module 6: Dissertation

• **Subject specific skills and professional behaviours and attitudes**

Code	Learning outcome	Taught by the following module(s)
C1	Systemically, creatively and critically engage in debates relating to the models of assessment, intervention and treatment (including the psychological impact and a range of psychosocial interventions).	Module 1 Theories, Policy & Interventions Module 4: Working with Children, Adolescents and their carers Module 5: The Impact of Trauma
C2	Demonstrate critical awareness of current social issues impacting on victims and perpetrators of abuse and the professionals who work with them	Module 1 Theories, Policy & Interventions Module 2: Group Work – Power, Identity & Conflict Module 4: Working with Children, Adolescents and their carers Module 5: The Impact of Trauma
C3	Demonstrate an advanced understanding of ethical considerations and cultural	Module 6: Dissertation

	sensitivities inherent in researching and addressing domestic violence	
C4	Understand ethical issues relating to research and practice within the field	Module 2: Group Work – Power, Identity & Conflict Module 3: Multidisciplinary Research Methods

• **Transferable skills (Elements)**

Code	Learning outcome	Taught by the following module(s)
D1	The ability to manage self-directed learning that demonstrates a competence required for continuous autonomous professional development.	Module 1 Theories, Policy & Interventions Module 4: Working with Children, Adolescents and their carers
D2	The ability to produce and present written work of a high quality, following conventions of scholarship required for publication.	Module 1 Theories, Policy & Interventions Module 4: Working with Children, Adolescents and their carers
D2	The ability to access relevant data in relation to research and use various software programmes to produce written work and presentations.	Module 1 Theories, Policy & Interventions Module 2: Group Work – Power, Identity & Conflict Module 3: Multidisciplinary Research methods

D3	Design and develop a research project using primary or secondary sources in order to evaluate political, socio- cultural and psychological concepts, theories and methodologies in the study of domestic violence and sexual abuse through the application	Module 6: Dissertation
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For exit award (PG Dip and PG Cert) learning outcomes, please see Appendices 1 and 2 at the end of this document.

Mode of study

The department uses a variety of teaching strategies — lectures, seminars, groupwork, individual and group tutorials, role-play, online activities (including flipped lectures, forums, wikis and interactive presentations) and workshops. The combination of teaching modes is determined by the nature of the module. Learning and teaching strategies are detailed in relation to the specific modules. Students will find them on module outline proposals and in the programme handbook. The following is an overview of teaching and learning on the programme.

1. In most areas of this programme a variety of approaches are used to reflect the nature of the subject and the need for students to develop their own variety of facilitation methodologies.
2. In more practical and facilitation-based modules the primary approach is that of a participatory workshop supported by lectures and guided reflective discussion.
3. In contextual and theoretical areas lectures form the main teaching strategy supported and consolidated by student presentations in seminars and by group discussions.
4. The College online learning environment, learn.gold, will be used across the programme for both on-campus students and distance learning students. All students will have access to learning materials and to a range of discussion forums and chatroom groups outside the physical classroom. Podcasts online materials, webinars and interactive content will also form a key part of teaching and learning.
5. The final dissertation will be supported by individual and group dissertation supervision after initial introductory lecture.

6. Support for independent study is provided by the library and electronic resources in the Information Services Building, the University of London Senate House Library, and by the Audio Library within the department which holds a large collection of specialised material unavailable elsewhere. Audio-visual media are used strategically in the programme.
7. To allow flexibility of part-time study for those in employment some on-campus modules will be offered in blocks and on some Saturdays.

Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, it will also have an excellent or original line of argument that can be followed very easily, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.
70-79%	Distinction	Overall the work shows evidence of an excellent structure to the work and rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry and critical reflection, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the structure and conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, critical reflection and draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.
50-59%	Pass	Overall mainly adequate level of response to the set task; the structure and the conceptual coherency of the work is largely adequate. Ideas are researched and deployed with an

		inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills and critical reflection but inconsistently employed.
30-49%	Fail	Overall the work may not be without merit but not Masters standard: the work lacks a clear structure or framework; the concepts in question are realised inappropriately or under-developed; it shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, and critical reflection is inconsistently employed.
10-29%	Bad fail	Overall inadequate level of response to the set task; the work is confused or poorly organised; does not utilise a sufficient range of critical and reflective thinking; level of analysis is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation and it lacks breadth or awareness of a contextual framework. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Programme structure

Students wishing to obtain a Masters are required to successfully complete 180 credits at Masters level. The following table below indicates the compulsory modules that make up the programme.

The on-campus programme can be taken over one year (full time) or two years (part time). The distance learning programme is two years (part-time).

On-campus programme

Full-time mode

Students undertake six compulsory modules (including the Dissertation)

Part-time mode

Students undertake CU71076B and CU71078B and CU71082B in year 1

Year 2 Part time: students take CU71009B, CU71079A and CU71086A

Module Name	Module Code	Credits	Level	Module Type	Term
Theories, Policy and Interventions: working with adults in the context of domestic & sexual abuse (Part time Year 1)	CU71076D	30	7	Compulsory	1 and 2
Multidisciplinary Research Methods (Part time Year 2)	CO71009C	15	7	Compulsory	1
Group Work: Power, Identity and Conflict (Part time Year 1)	CU71078B	30	7	Compulsory	1 and 2
Dissertation (Part time Year 2)	CU71079B	60	7	Compulsory	1, 2, 3
Working with Children, Adolescents and their parents (Part time year 1)	CU71082C	30	7	Compulsory	2 or 3
The Impact of Trauma - Distress, Resilience and Post-traumatic Growth	CU71086A	15	7	Compulsory	2 or 3

Distance Learning programme

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	No of weeks
Theories, Policy and Interventions: working with adults in the context of domestic & sexual abuse	CU71105C	30	7	Compulsory	12
Group Work: Power, Identity and Conflict	CU71100B	30	7	Compulsory	12

Module Name	Module Code	Credits	Level	Module Type	No of weeks
The Impact of Trauma - Distress, Resilience and Post-traumatic Growth	CU71102B	15	7	Compulsory	8

Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	No of weeks
Research Methods	CU71101A	15	7	Compulsory	8
Dissertation	CU71099A	60	7	Compulsory	12
Working with Children, Adolescents and their Parents	CU71098A	30	7	Compulsory	8

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Employability and potential career opportunities

It is expected that a number of professionals will use either the module credit or the degree to supplement their CPD portfolios, which are a requirement for the majority of these professionals. For workers with extensive experience this programme (or its constituent modules) will provide a sound basis in theoretical knowledge and current research which will help them develop their current work and increase their potential for further advancement in the field.

The UK has developed recognised forms of intervention in this field that have an international application and relevance. Issues regarding domestic violence and sexual

abuse have an international public health and human rights dimension, which makes the programme internationally relevant.

The conceptual underpinning of the programme provides a strong basis for working with other forms of abuse, oppression, violence as well as other marginalised and vulnerable groups.

For those graduates who are not professionally trained but wish to move into working in this field, this programme would offer a sound basis for applying for professionally accredited training in a number of fields or working in fields as a non-qualified worker.

Programme-specific requirements

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Progression and interim exit awards

Full-time students are expected to pass all taught components in one extended year (September to September). Students will be required to pass all other assessments except for the dissertation at the summer exam board before being allowed to submit their dissertation in the September.

Part-time students will normally be expected to pass modules totaling a minimum 60 credits in order to progress for both distance learning and on-campus programmes.

For the Postgraduate Certificate to be awarded, modules to the value of 60 credits (30 of which must be compulsory) will have been passed.

For the Postgraduate Diploma to be awarded, modules to the value of 120 credits (60 of which must be compulsory) will have been passed.

Tuition fee costs

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

Specific programme costs

Not applicable

Appendix One: Postgraduate Diploma Learning Outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge and awareness of the key concepts and debates in the study of domestic violence and sexual abuse, including new approaches within the field.	Module 1: Theories, Policy and Interventions Module 4: Working with Children, Adolescents and their carers
A2	Distinguish and appraise appropriate research methodologies, their potential applicability and their possible limitations.	Module 3: Multidisciplinary Research Methods Module 1: Theories, Policy and Interventions Module 4: Working with Children, Adolescents and their carers Module5: The Impact of Trauma
A3	The ability to develop the emotional intelligence and empathy required to understand the different viewpoints when working with perpetrators and victims across different multi-disciplinary perspectives.	Module 2: Group Work: Power, Identity and Conflict Module 1: Theories, Policy and Interventions Module 4: Working with Children, Adolescents and their carers Module5: The Impact of Trauma

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically evaluate and assess a range of socio-cultural and psychological research methods.	Module 3: Multidisciplinary Research Methods
B2	Demonstrate the ability to summarise arguments of varying degrees of complexity.	Module 1: Theories, Policy and Interventions

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Systemically, creatively and critically engage in debates relating to the models of assessment, intervention and treatment (including the psychological impact and a range of psychosocial interventions).	Module 1 Theories, Policy & Interventions Module 4: Working with Children, Adolescents and their carers Module 5: The Impact of Trauma
C2	Demonstrate critical awareness of current social issues impacting on victims and perpetrators of abuse and the professionals who work with them	Module 1 Theories, Policy & Interventions Module 2: Group Work – Power, Identity & Conflict Module 4: Working with Children, Adolescents and their carers Module 5: The Impact of Trauma
C3	Understand ethical issues relating to research and practice within the field	Module 2: Group Work – Power, Identity & Conflict Module 3: Multidisciplinary Research Methods

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	The ability to manage self-directed learning that demonstrates a competence required for continuous autonomous professional development.	Module 1 Theories, Policy & Interventions Module 4: Working with Children, Adolescents and their carers
D2	The ability to produce and present written work of a high quality, following conventions of scholarship required for publication.	Module 1 Theories, Policy & Interventions Module 4: Working with Children, Adolescents and their carers
D3	The ability to access relevant data in relation to research and use various software programmes to produce written work and presentations.	Module 1 Theories, Policy & Interventions Module 2: Group Work – Power, Identity & Conflict Module 3: Multidisciplinary Research methods

Appendix Two: Postgraduate Certificate Learning Outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate conceptual and methodological knowledge and awareness of the key concepts and debates in the study of domestic violence and sexual abuse, including new approaches within the field.	- Module 1: Theories, Policy and Interventions Module 2: Working with Children, Adolescents and their carers

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Demonstrate the ability to summarise arguments of varying degrees of complexity.	Module 2: Theories, Policy and Interventions

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Systematically, creatively and critically engage in debates relating to the models of assessment, intervention and treatment (including the psychological impact and a range of psychosocial interventions)	Module 1 Theories, Policy & Interventions Module 2: Working with Children, Adolescents and their carers

Transferable skills (Elements)

Code	Learning outcome	Taught by the following module(s)
D1	The ability to manage self-directed learning that demonstrates a competence required for continuous autonomous professional development.	Module 1 Theories, Policy & Interventions Module 2: Working with Children, Adolescents and their carers