

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	Systemic Practice (Families and Couples)
Qualification	Graduate Certificate
Intermediate Qualification(s)	Not applicable
Awarding Institution	University of Bedfordshire
Location of Delivery	Institute of Family Therapy (PI)
Mode(s) of Study and Duration	Part-time, one year
Core Teaching Pattern	Variation
FHEQ Level	6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Association for Family Therapy and Systemic Practice
PSRB Renewal Date	August 2017
University of Bedfordshire Employability accreditation	
Route Code (SITS)	GCSPFPIP
Subject Community	
UCAS Course Code	
Relevant External Benchmarking	<p>QAA Quality Code section A1 (The Framework for Higher Education Qualifications) http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a</p> <p>QAA Quality Code section A2: Counselling and Psychotherapy Subject Benchmark: http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf</p>

Systemic Competences Framework: Commissioned by NHS:
https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Systemic_Therapy

The Graduate Certificate is subject to professional benchmarks as set out by the Association for Family Therapy and Systemic Practice, Blue Book.

<http://www.aft.org.uk/SpringboardWebApp/userfiles/aft/file/Training/AFTBlueBook%20Final%20PDF.pdf>

Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
ASS039-3	6	30	Foundation Level Skills Unit (Families and Couples)	Core
ASS038-3	6	30	Foundation Level Theory Unit (Families and Couples)	Core

Why study this course

This course introduces a systemic approach for professionals working in a variety of contexts with families and couples. The course covers theoretical and practical issues involved in the application of systemic principles when working with families and couples. The course is designed to provide you with both a theoretical base and a skills training, with the opportunity to relate this study to the professional context in which you work. Both experiential and didactic teaching methods are employed.

The course is suitable for professionals who wish to increase their capacity to work directly with families and couples. This includes nurses, social workers, teachers, counsellors, other health professionals and those in front line services that wish to work systemically with clients.

The course stresses the importance of understanding professional contexts and the way in which they relate to your work with clients. Particular emphasis is placed on thinking about ways of working which meet the needs of the most disadvantaged client groups and which take account of the legislative frameworks within which practitioners will have to work. Attention to issues of difference and the promotion and development of anti-discriminatory practice are central to the course philosophy and permeate all aspects of the teaching.

Course Summary – Educational Aims

The core aim of the course is to develop your theoretical knowledge and skills in systemic practice. The course prepares you to work with families in all their various forms across the life span using systemic approaches. You will develop practice skills coherent with the theory taught that can be used in direct work with families, couples and individuals including their significant networks. This incorporates professional systems and the wider system of concern.

The course aims to support the development of a range of systemic theoretical frameworks and practice skills that are relevant to convening, engaging and intervening in families, their significant contexts and their level of development. This will include consideration of the available research evidence base.

The course aims to promote anti-discriminatory practice and reflexive abilities that shape our thinking and interventions with families and will attend to the legal and ethical frameworks that underpin direct work.

Entry requirements

Applicants must have a degree level qualification or equivalent. They must have completed the foundation year or its equivalent. They must possess a relevant professional qualification or its equivalent.

<http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Additional:

We are committed to widening access to the course and students who can demonstrate an ability to work at graduate level in the absence of a degree may be eligible for RPEL (Recognition of Prior Experiential Learning).

Applicants must have relevant professional experience such as psychology, social work, medicine, nursing or counselling and must currently be working with children in a professional context.

Applicants who need to establish English language proficiency must show evidence of reaching IELTS Level 6.0 or equivalent.

PSRB details

The course is accredited by the Association for Family Therapy (AFT) at Foundation level, which is an entry level for training in systemic practice and forms the first of a 4-year programme to become a Systemic Psychotherapist.

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

- Work with families across the age spectrum and their carers and networks in a professional capacity.
- Have the ability to examine their own practice in relation to skills and theory.
- Develop ethical positions in relation to their power as a professional with vulnerable client groups.

Higher Education Achievement Report - Additional Information

Learning and Teaching

The course employs a range of teaching strategies, which include direct multi-media plenary style teaching from a range of specialists in the field. This is then followed by small group work which includes further reading, group presentation, role play and case consultation through which you are able to explore the subject matter in more depth and draw out the practice links to your own work with clients. Tutors use many creative action methods in addition to the more reflective approaches in order to respond to the variety of learning styles that you bring to the adult learning context. You are encouraged to form close relationships in your tutor groups, which provides a support network for the presentation of articles and papers and the end of year tutor group presentation on an aspect of your systemic skill development. This is also the forum for detailed deconstruction of skills practice linked with theory from the plenary events. You will have the benefit of a consistent tutor for the small group work as well as a range of experts for the plenary events.

The course is managed and coordinated by a named Chair for the Foundation year who collaborates with you in a variety of ways to review the course content.

The course uses a wide range of learning opportunities that are intended to respond to different learning

styles. The reading seminars and plenary lectures respond well to the conceptual approaches, which are transformed into active experimentation through exercises and activity related to the reading. The role-play, case consultations and presentations respond to the active experimentation approaches, which are then transformed into reflection through discussion and feedback. The mix of tutor input and student peer support creates a rich collaborative learning context. You are also expected to use different ways of accessing information, through hard copy literature, e-learning sites, web based environments; all of which offers multiple ways of learning. This includes accessing the e-learning resources and discussion forums available through BREO and we have a commitment to further developing e-discussion groups and blogs in partnership with student interests as they arise.

Developing your employability

On completing the course you are likely to have access to posts that require therapeutic skills. One example is in the Health and Social Care fields following the Munro Report on Child Protection, which promotes systemic ideas as essential skills for front line workers. This course provides foundation training in systemic ideas that are applicable to a range of professional contexts.

It is also the case that some of you enter the course to enhance your current practice, without changing your work context. One example is counsellors who have originally trained to work with individuals and who use this foundation training to move towards working with children and families/carers in the voluntary sector or as a stepping-stone to further training.

For those in the statutory sector, many use the course to expand their practice and to develop routes to promotion into social care, management or supervision.

Department (s)

Applied Social Studies

Assessment

The course employs a range of assessment strategies, which are linked to the learning outcomes of the course. The strategies include written assignments that give you the opportunity to show your systemic writing skills, by demonstrating your ability to make cogent links between theory and practice in direct work with clients as well as to show reflexive abilities and attention to anti-discriminatory practices. Such traditional written assessments give you the chance to use your own client work to show theory in action and to give examples of creative responses in unexpected situations.

The course is composed of formative, graded and ungraded elements of assessment. The first written assignment is a low-weighted assessment which gives you an opportunity to attempt academic systemic writing and receive feedback on your work, which can then be used to inform your preparation for your higher weighted assignments.

The course includes presentation opportunities to small groups that enable you to hear your own systemic voice as well as contribute feedback and commentary to other student presentations. This encourages you to take seriously the potential effects of your comments on others and so requires attention to appreciative and respectful ways of talking that brings forth the best in others. This strategy builds on the small group experience in which a small number of you and one consistent tutor discuss and debate papers in a collaborative way. This also requires you to consider your ethical positions in relation to one another.

One of the key aims of the course is to equip you with the skills to work directly with families/carers and couples to enable you to show evidence of this ability. The assessment strategy responding to this aim is in a small group context and offers you the chance to present cases or dilemmas from your usual work context to show the application of systemic ideas in action as well as to actively consider the possible influences of the wider professional system. In extending this assessment strategy, you produce written examples of your systemic work with clients showing the development of practice skills in your own work places. The strength of this strategy is that it applies equally well to organisational dilemmas as well as case consultations and gives you the chance to extend your systemic thinking beyond the frame of direct work.

The spirit of the course is developmental learning. Each assessment builds on the one previous. At the beginning of the course you are required to complete a personal skills audit to establish your personal and professional aspirations for your development through the course. At the end of the course you complete a similar audit as a way of measuring your development and identifying new learning aims for the future.

The Reflective Journal provides a vehicle for ongoing review of this skill development and is considered as a live and emerging document. This offers you the opportunity to actively reflect on your learning as you move

through the course and to identify gaps and aspects of your practice and knowledge that you wish to expand or change. In adding to the journal session by session, this allows tutors and yourself to monitor, evaluate and reflect on the programme and ensure its relevance to your work contexts. Throughout this assessment strategy, you are expected to show evidence of reading beyond the course requirements and to access and review current research in relevant subject areas. This becomes a narrative of the learning journey and gives you and tutors the chance to note the shifts in thinking, action and reflexivity. The Reflective Journal is not graded but must be completed to a satisfactory standard to pass the course overall.

Throughout the assessment strategy, you are expected to include links between theory and practice, ideas about your own reflexive development, evidence of adherence to ethical frameworks and respectful practice and the ability to identify, consider and evaluate current research and ideas that contribute to better outcomes for clients. You are required to understand the statutory and legal frameworks that underpin work with families as well as Government initiatives that promote the welfare of children and families.

The different assignments provide you with a range of opportunities to demonstrate your learning on the course. You are also expected to bring case material to the small groups to show your learning in action.

After Graduation

This course is both a stand-alone training for those wishing to add systemic theory and skills to their existing professional practice. Successful completion of the course is therefore highly attractive to employers in Social Care, the NHS and voluntary sector counselling agencies.

Some of you begin the Foundation course with a view to completing the four-year MSc training in systemic psychotherapy with the intention to change career to a Systemic Psychotherapist employed in the NHS or in independent practice.

There is a clear progression route, first to the Intermediate level training on completion of which you can use the AFT recognised title Systemic Practitioner. The Intermediate level is also a progression route to the Masters level training for qualification as a systemic psychotherapist provided you meet the professional requirements as set down by the Association for Family Therapy. These appear on the AFT website and are common throughout all systemic training courses.

On successful completion of the systemic psychotherapy training, students often progress to the supervision and professional doctorate programmes.

Student Support during the course

You have the benefit of being taught in a range of ways that encourage your learning, one of which is in a small group setting with a consistent tutor. In this setting, relationships between you and the tutor are based on trust and openness. The tutor has the responsibility to guide you through the assessments by offering ongoing feedback about your performance through the course. This is achieved through presentations and written documents. You have access to an individual tutorial, which you can use for academic and/or personal development.

The use of small group teaching also provides opportunities for you as student colleagues to support one another through your learning. You are expected to create study pairs known as consulting partnerships to provide opportunities for talking between the course meetings.

Over the course of the year, you are represented by an elected student representative at the three staff student exchange meetings, which discuss and document areas of strength and concern about any aspect of the course.

For those of you who find the rigour of study challenging, the University can provide on-line sessions on study skills via BREQ. Tutors give direct support in your study through the course in individual tutorials and e-mail and verbal feedback at different stages of the training. Any additional support can be identified through the non-assessed assignment as tutors offer full and detailed feedback.

During your time at University you may need specialist support and guidance to help you succeed. The University have a variety of specialist teams that can help: The Student Engagement Team, The Mitigation Team, Disability and Dyslexia support. All of these services are available via BREQ.

We are aware that as adult learners you will have full and active lives. We also require you to develop self-

reflexivity about your experience in your own family, your beliefs and values. We are aware that studying at this level can sometimes raise issues which may require therapeutic help. Should this need arise students can access up to six sessions of individual counselling through the university's Counselling and Mental Well – Being services also available through BREO. If required you may also be supported by your tutor to access therapeutic support through your G.P. or through the UKCP (United Kingdom for Council for Psychotherapy) or BACP (British Association for Counselling and Psychotherapy).

Your access to the University of Bedfordshire's learning resources will be supplemented with texts available at the Institute of Family Therapy's library and by relevant reading and handouts posted on the University's virtual learning environment, BREO, subject to copyright regulations.

Students may be required, at the discretion of the Course Leader, to undergo diagnostic testing for academic English language abilities, and may further be required, at the Course Leader's discretion, to participate in academic English support workshops or classes provided by the University

Accessibility and Key Features

You will be able to access advice and support relating to disability and dyslexia from the University's Disability Advice Team: www.beds.ac.uk/studentlife/support/disabilities.

Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Demonstrate an ability to critically evaluate and apply a range of systemic models, knowledge and skills that respond to the different needs of clients and unexpected practice situations.
2. Critique systemic theory and practice, placing it within a wider philosophical frame, whilst making links with new developments in the field, and the wide range of presenting issues for families and couples across the life cycle.
3. Transform systemic practice ideas and skills into direct work with families and couples, including unfamiliar contexts such as multi-disciplinary meetings, organisational dilemmas, team issues and other forms of consultation within a home organisation.
4. Demonstrate a range of practice skills in working with families across the life cycle and which may present many diverse forms.
5. Systematically evaluate ethical and legal frameworks that are relevant to the requirements of organisations in terms of accountability and responsibility.
6. Evidence an ability to utilise self-reflexive practices when working with families across the life cycle.
7. Understand and critically evaluate systemic ideas and current evidenced based research to make assessments, formulate interventions and review effectiveness of direct work.

Course-specific regulations

All elements of assessment must be passed.

In unit referrals may be offered on this course.

Teaching, Learning and Assessment

The course employs a range of teaching strategies, which include direct multi-media plenary style teaching from a range of specialists in the field. This is then followed by small group work which includes further reading, group presentation, role play and case consultation through which students are able to explore the subject matter in more depth and draw out the practice links to work with clients. Tutors use many creative action methods in addition to the more reflective approaches in order to respond to the variety of learning styles that students bring to the adult learning context. Students are encouraged to form close relationships in the tutor groups, which provide a support network for the presentation of articles and papers and the end of year tutor group presentation on an aspect of systemic skill development. This is also the forum for detailed deconstruction of skills practice linked with theory from the plenary events. Students will have the benefit of a consistent tutor for the small group work as well as a range of experts for the plenary events.

The course is managed and coordinated by a named Chair for the Foundation year who, along with the small group tutors, collaborates with students in a variety of ways to review the course content.

The course uses a wide range of learning opportunities that are intended to respond to different learning styles. The reading seminars and plenary lectures respond well to the conceptual approaches, which are transformed into active experimentation through exercises and activity related to the reading. The role-play, case consultations and presentations respond to the active experimentation approaches, which are then transformed into reflection through discussion and feedback. The mix of tutor input and student peer support creates a rich collaborative learning context. Students are also expected to use different ways of accessing information, through hard copy literature, e-learning sites, web based environments; all of which offers multiple ways of learning. This includes accessing the e-learning resources and discussion forums available through BREO and we have a commitment to further developing e-discussion groups and blogs in partnership with student interests as they arise.

The course also employs a range of assessment strategies, which are linked to the learning outcomes of the course. The strategies include written assignments that give students the opportunity to show their systemic writing skills, by demonstrating the ability to make cogent links between theory and practice in direct work with clients as well as to show reflexive abilities and attention to anti-discriminatory practices. Such traditional written assessments give students the chance to use their direct client work to show theory in action and to give examples of creative responses in unexpected situations.

The course is composed of formative and graded elements of assessment. The first written assignment is a low-weighted assessment which gives students an opportunity to attempt academic systemic writing and receive feedback on their work, which can then be used to inform their preparation for higher weighted assignments.

The spirit of the course is developmental learning. Hence the provision for in-unit referrals as each assessment builds on the previous one. At the beginning of the course students are required to complete a personal skills audit to establish their personal and professional aspirations for their development through the course. At the end of the course a similar audit is completed as a way of measuring development and identifying new learning aims for the future.

The course includes presentation opportunities to small groups that enable students to hear their own systemic voice as well as contribute feedback and commentary to other student presentations. Students participate in experiential learning and role-play exercises that require the use of communication skills to take the positions of clients or therapists. This encourages them to take seriously the potential effects of their comments on others and so requires attention to appreciative and respectful ways of talking that brings forth the best in others. This strategy builds on the small group experience in which a small number of students and one consistent tutor discuss and debate papers in a collaborative way. Tutors participate through verbal feedback during course activities and through individual tutorials. All of the tutors on the course are currently working as systemic therapists and can share with students through their own rich practice experience.

The small group reading also includes making sense of and critiquing research in the field. Students will have the chance to compare a number of research articles. At this level summary texts are often employed and students begin with these texts then broaden their knowledge by accessing recent writers who write on similar subjects or who have extended the ideas in some way through accessing materials on the reference section of articles. In the intermediate year this reading is developed by analysis of the primary texts in more detail. Students are expected to keep abreast of current literature through the *Journal of Family Therapy* and other core practice journals. Throughout the course, students are expected to show evidence of reading beyond the course requirements and to access and review current research in their relevant subject areas.

One of the key aims of the course is to equip students with the skills to work directly with families and couples, children and families/carers and to enable them to show evidence of this ability. They are expected to bring case material to the small groups to show learning in action. This assessment strategy offers students the opportunity to present cases or dilemmas from their usual work context to show the application of systemic ideas in action as well as to consider actively the possible influences of the wider professional system. In extending this assessment strategy, students produce written examples of systemic work with clients showing the development of practice skills in the work place. The strength of this strategy is that it applies equally well to organisational dilemmas as well as case consultations and gives the opportunity to extend systemic thinking beyond the frame of direct work. This also requires students to consider their ethical positions in relation to the work and to one another.

A central part of the learning process is the Reflective Journal. This provides a vehicle for ongoing review of skill development, theoretical learning and what the students are learning about themselves as systemic practitioners. It is considered as a live and emerging document. The journal offers students the opportunity to reflect actively on their learning as they move through the course and to identify gaps and aspects of practice and knowledge that they wish to expand or change. By adding to the journal session by session, tutors and students are able to monitor, evaluate and reflect on the session-by-session programme and ensure its relevance to practice contexts.

The Journal thus becomes a narrative of the learning journey and gives students and tutors the chance to note the shifts in thinking, action and reflexivity. The Reflective Journal is not marked but must be completed to a satisfactory standard to pass the course overall. The Journal is directly relevant to the learning aims as set out by the Association for Family Therapy. Many professional courses require a portfolio of learning such as this as evidence of achievement and development, showing all of the elements of the course aims in one document. This Reflective Journal is one such document and students should be in a position to comment upon the changes in their practice, the challenges of embracing new ideas and the transformation of the course ideas into workplaces practices.

In all of their academic work students are expected to include links between theory and practice, ideas about their own reflexive development, evidence of adherence to ethical frameworks and respectful practice and the ability to identify, consider and evaluate current research and ideas that contribute to better outcomes for clients. They are required to understand the statutory and legal frameworks that underpin work with families and couples. They are also required to understand and critically enquire about diagnostic frameworks that categorise work with families and couples and that may potentially have ongoing effects in their lives.

Students have formal written opportunities to communicate their growing systemic skills through written assignments and the Reflective Journal. The different assignments provide students with a range of opportunities to demonstrate their learning on the course.

Students are expected to understand ideas well enough to take them back into their home institutions and describe systemic ideas in ways that are relevant to their usual places of work. This is enhanced on the course through case consultations, which focus on the organisational context and the affordances and constraints of that context.

Additional Academic Information

Peer-assisted learning (PAL)

Peer interaction, support and feedback is an essential part of the learning experience on this course. In your small group you will have the opportunity to work collaboratively with your colleagues and prepare joint presentations, partake in role plays of therapeutic interviews and share your hypotheses regarding systemic theory and practice. You are also encouraged to meet with one or more course participants outside of the course meeting time to discuss the reading and other course material.

Initial Assessment

A summative assessment in the first eight weeks of the course is intended to

Build student confidence at undertaking academic work

Assist students and tutors to identify any additional support which may be necessary

Contribute to consideration of students at meetings to review students at risk.

This first assessment contributes 30% to the mark for your theory unit. It is rated at this level in recognition that many students are returning to academic learning after a period of absence and may need feedback to re-establish academic learning habits.

Improving students' learning

The Institute of Family Therapy, where all of your course meetings will take place, aims to establish a strong community of learners. Induction is used as the first point of reference where students are informed about the academic and personal support available to them. Expectations of you as part of the community and of us are established at this point and throughout the course.

At the beginning of the course you will be allocated a personal tutor who will support you for the academic year of your studies.

The course has specific dates set aside for meetings between students and staff to ensure that the learning needs of the students are being met. There are three meetings over the course of the one year part-time programme which forms part of the quality assurance process for the course. After each plenary presentation students complete a feedback form which asks them to comment on how the plenary addressed their learning and development, alongside any suggested improvements. The small group experience is similarly evaluated at the end of each term.

As the teaching strategies include a range of methods, students have the chance to respond to their preferred strategy and to use different strategies to help transform learning into new skills or reflections and action.

Academic Integrity

The highest academic integrity is expected from all of our students and tutors. The very first readings on the course cover the ethics and codes of practice of the Institute and the Association for Family Therapy and Systemic Practice. Students are given guidance on appropriate referencing and avoiding plagiarism prior to the first assignment and throughout the course.

Each assessment contains a feedback section on the academic presentation of the work and the handbook also contains specific written guidance on the expectations of students in this regard. Tutors will also provide you with verbal and written feedback demonstrating appreciative and respectful approaches that you will be expected to show in relation to one another and your clients. The course expects you to attend to your communication styles as well as the content of conversations.

You are encouraged to ask for clarification and guidance on any aspect of your academic performance. The university library provides specific guidance on request and your tutor will also signpost you to the forms of help available.

University regulations cover the procedures which will be implemented in the rare and unlikely event that students transgress the rules about academic integrity.

HEAR implementation***Internationalisation***

Systemic practice has developed all over the world and there has been a long tradition of international curiosity and cross-fertilisation of ideas. The Institute of Family Therapy has been at the forefront of international developments and has direct links with Institutes in Hong Kong, Australia, Norway and the USA.

The Institute's programme of Continuing Professional Development brings in nationally and internationally known presenters who are at the cutting edge of developments in systemic practice. These workshops are also available to our students at a reduced rate.

Sustainability

The Institute and the University are informed by an awareness of the implications of our impact on the environment for others and our responsibility to be proactive to mitigate harm. You will be provided with a printed copy of the handbook at the beginning of the course. All other course material will be provided electronically. Students are encouraged to make use of the on-line resources available and to develop a conscious approach to the use of resources which may add to global warming and/or pollution.

You are required to have access to a PC and internet to use electronic sites for information as well as traditional library facilities. All communication with you in respect of reading, course information and submission of assignments is through electronic means, therefore you will need good computer skills.

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Health & Social Sciences
Portfolio	Postgraduate Social Professional Studies
Department/School/Division	Applied Social Studies
Course Coordinator	Dr Chip Chimera
Version Number	2/16
Approved by (cf Quality Handbook ch.2)	Transition panel
Date of approval (dd/mm/yyyy)	05/05/2016
Implementation start-date of this version (plus any identified end-date)	2016/2017

Form completed by:

Name: ...Dr Chip Chimera Date:14th July 2016.....

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Systemic Practice (Families and Couples)
Qualification	Graduate Certificate
Route Code (SITS)	GCSPFPIP
Faculty	Health & Social Sciences
Department/School/Division	Applied Social Studies
Version Number	1/16

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

Please see attached UIF mapping documents against AFT and SEEC criteria.

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	Graduate Certificate in Systemic Practice (Families and Couples)
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FHEQ Descriptor for a higher education qualification	level 6 on the FHEQ: bachelor's degree with honours ✓	Course Learning Outcome(s)							
		1	2	3	4	5	6	7	
a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.		✓	✓			✓	✓	✓	
an ability to deploy accurately established techniques of analysis and enquiry within a discipline		✓		✓	✓	✓	✓	✓	
conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline		✓	✓	✓	✓	✓	✓	✓	
to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline		✓	✓		✓	✓		✓	
an appreciation of the uncertainty, ambiguity and limits of knowledge		✓	✓	✓	✓	✓	✓	✓	
the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).		✓	✓	✓	✓	✓	✓	✓	

Subject Benchmark Statement(s)	Counselling and Psychotherapy 2013	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Please see attached mapping document		
6.3 Professional autonomy and accountability.		In written work, classroom role plays and

	presentations, and analysis of relevant course literature.
6.4 Professional relationships.	In written work, classroom role plays and presentations, and analysis of relevant course literature.
6.5 Maintaining a framework for practice.	In written work, classroom role plays and presentations, and analysis of relevant course literature.
6.6 The Therapeutic Process.	In written work, classroom role plays and presentations, and analysis of relevant course literature.
6.7 The social, professional and organisational context for therapy.	In written work, classroom role plays and presentations, and analysis of relevant course literature.

The format of the following mapping tables may be adjusted.

Qualification Characteristic	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies <i>October 2014</i> <i>Descriptor for a higher education qualification at level 6 on the FHEQ:</i> <i>bachelor's degree with honours</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
Bachelor's degrees with honours are awarded to students who have demonstrated:		
<ul style="list-style-type: none"> a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline 		All aspects of the course
<ul style="list-style-type: none"> an ability to deploy accurately established techniques of analysis and enquiry within a discipline 		All aspects of the course
conceptual understanding that enables the student:		All aspects of the course
<ul style="list-style-type: none"> to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent 		Written assessments and a presentation which are

advanced scholarship, in the discipline.	assessed as well as presentations to the small group during the year and didactic teaching.
<ul style="list-style-type: none"> an appreciation of the uncertainty, ambiguity and limits of knowledge 	All aspects of the course
<ul style="list-style-type: none"> the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). 	All aspects of the course.
Typically, holders of the qualification will be able to: <ul style="list-style-type: none"> apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects 	Case discussion and presentation, reading seminars, didactic teaching. Written assignments
<ul style="list-style-type: none"> critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem 	Written assessments and a presentation which are assessed as well as presentations to the small group during the year and didactic teaching.
<ul style="list-style-type: none"> communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. 	Emphasis on the use of self and the therapeutic relationship is a core aspect of the course and is included in all seminars and either explicitly or implicitly in all teaching.
And holders will have: the qualities and transferable skills necessary for employment requiring:	
<ul style="list-style-type: none"> the exercise of initiative and personal responsibility 	How participants engaged in the process of learning is monitored, fed back and forms the basis of the academic reference given at the end of the year
<ul style="list-style-type: none"> decision-making in complex and unpredictable contexts 	Assessed work, practice log, case discussion.
<ul style="list-style-type: none"> the learning ability needed to undertake appropriate further training of professional or equivalent nature. 	Individual tutorials, detailed feedback on assignments, end of year reference.

Professional body or other external reference points	<i>Association for Family Therapy Blue Book Training Standards and Course Accreditation Revised 2015</i>	Evidence
		<i>How the course takes account of Professional body or other external reference points</i>
1. A basic understanding of systemic theories and principles underpinning systemic practice with families and organisations		Didactic teaching through lectures and PowerPoint presentations, literature review and analysis, role plays and student case presentation.
2. A knowledge of a range of systemic approaches and applications to practice with different client groups		Didactic teaching through lectures and PowerPoint presentations, literature review and analysis, role plays and student case presentation. Students are also given guidance on how to pursue their own particular interests.

3. Familiarity with key pieces of research on family and couple therapy especially in current areas of practice, including client feedback and service evaluation	Didactic teaching through lectures and PowerPoint presentations, the opportunity to be led through an analysis of a particular piece of research, the expectation that they will read the key pieces of research on the reading list, some of which is covered in student presentations.
4. Some basic understanding of systemic approaches and an ability to critique their application in the light of research	As previous. Each model is outlined in relation to philosophical background, main theorists, theory of change, techniques, role of the therapist and evidence base.
5. A knowledge and awareness of the influence of the wider social context (including gender, race, age, ability, culture, education, sexuality) on self and clients, with an ability to consider how inequalities and power differentials impact on people's lives and systemic practices	A key part of our systemic approach is to teach the Social GRRACCEESS (SGs) as well as an anti-discriminatory approach and a systemic understanding of power.
6. A knowledge of the AFT code of ethics and an ability to use ethical decision making, especially in relation to safeguarding, confidentiality and consent	The AFT and IFT codes of ethics are required reading. Students are also required to sign a confidentiality agreement at the start of the course. Every assessment requires attention to ethics and self-reflexivity.
7. An understanding of the practice skills and knowledge required to convene a systemic interview, and to make a good therapeutic relationship	Skills practice is included in most sessions of the course. Students have the opportunity to role play. Evidence is also gained through written assignments
8. Confidence to effectively interview more than one person in the room using a range of questioning techniques	As above. Students are required to report on at least one family interview with more than one generation in the room showing their interviewing skills.
9. Capacity to make use of systemic theory to draw together a systemically informed intervention plan based on a systemic hypothesis/formulation	As above. In exploring students' family work in class room presentations, each situation is looked at from multiple theoretical perspectives.
10. The skills to construct a genogram in a way that leads to better understanding the complexities of family relationships, strengths and vulnerabilities	Students are required to undertake their own genogram in the first term of the course. They are expected to undertake genograms with their client families and also to include genograms in their written work.
11. An ability to describe and critique the concept of the family life cycle perspective and its application to different family forms	This is covered explicitly very early on in the course and life cycle issues are discussed in relation to each case presentation.
12. An ability to identify and work with individual and family strengths	This is a value which underpins the course. There is a focus on enabling families to identify and harness their strengths and to build on these.

13. An ability to begin to consider their own personal family and cultural experiences from a systemic perspective, and to explore how these influence their professional practice	Self-reflexivity is built into every aspect of the course including all of the assessed work.
14. An ability to reflect on their own learning and their positioning in their professional system.	This is also built into every aspect of the course. We seek student feedback in a number of ways. Written feedback asks students to reflect on the impact of the learning to their development. Students are also required to keep a reflective journal of their journey through the course.

Annex D: Equality Impact Assessments of Courses and Units

Introduction

As a widening participation institution, equality and diversity considerations are important in all aspects of our approach to teaching and learning. They are a theme within CRe8, embedded in our approach to teaching (in the minimum teaching expectations) and feature in staff induction and development. This annex sets out expectations in relation to the approval of courses and units and the need to undertake appropriate Equality Impact Assessments (EIA).

Equality Impact Assessments

The following apply.

- All courses and all units should have an associated EIA (see forms below).
- EIAs may cover multiple courses but individual EIAs are required for each unit.
- EIAs will be undertaken as courses come forward for approval or review (there is no requirement to go back and undertake more detailed EIAs, in line with this policy, than was previously required).

Further guidance

Guidance from the Equalities Challenge Unit (ECU) available at <http://www.ecu.ac.uk/publications/disability-legislation-practical-guidance-for-academic-staff-revised/>

Equality and Human Rights Commission: Guidance for providers of further and higher education www.equalityhumanrights.com/advice-and-guidance/further-and-higher-educationproviders-guidance

Equality Challenge Unit (2010) Disability legislation: practical guidance for academic staff (revised) www.ecu.ac.uk/publications/disability-legislation-practical-guidancefor-academic-staff-revised

Higher Education Academy (2010) Inclusive Learning and Teaching in Higher Education www.heacademy.ac.uk/resources/detail/inclusion/LTsummit_final_report

Higher Education Academy and Equality Challenge Unit: Ethnicity, Gender and Degree Attainment www.heacademy.ac.uk/resources/detail/inclusion/Ethnicity/ethnicity

Higher Education Academy and UK Council for International Student Affairs: Inclusive assessment in Higher Education a Resource for change available at <http://www1.plymouth.ac.uk/disability/Documents/Space%20toolkit.pdf>

JISC TechDis: Teaching Inclusively Using Technology www.jisctechdis.ac.uk/pages/detail/online_resources/Teaching_Inclusively_Using_Technology

Teachability project: Creating accessible information about courses or programmes of study for disabled students www.teachability.strath.ac.uk/chapter_1/tableofcontents1.html

Teaching International Students Project www.heacademy.ac.uk/teaching-international-students

Course Equality Impact Assessment		
Course Title	Systemic Practice (Families and Couples)	
Question	Y/N	Anticipatory adjustments/actions
1. Will the promotion of the course be open and inclusive in terms of language, images and location?	Y	
2. Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc. If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place.	N	
3. Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ? If so then: (a) have these been flagged on the CIF so that potential students are aware, and (b) have anticipatory adjustments and arrangements been put in place	N	
4. If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	N/A	
5. Are the course learning outcomes and Graduate Impact Statements framed in a non-discriminatory way?	Y	
6. Does the course handbook make appropriate reference to the support of disabled students?	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.