



## Course Information Form

This Course Information Form provides the definitive record of the designated course

### Section A: General Course Information

<b>Course Title</b>	Postgraduate Certificate in Child Focused Systemic Practice
<b>Final Award</b>	PGCert
<b>Route Code</b>	PCICFPIP
<b>Intermediate Qualification(s)</b>	
<b>FHEQ Level</b>	7
<b>Location of Delivery</b>	Institute of Family Therapy, London
<b>Mode(s) and length of study</b>	1 year, part-time
<b>Standard intake points (months)</b>	October

<b>External Reference Points as applicable including Subject Benchmark</b>	<p>QAA Quality Code section A1 (The Framework for Higher Education Qualifications)  <a href="http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf">http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf</a></p> <p>QAA Quality Code section A2: Counselling and Psychotherapy Subject Benchmark  <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf</a></p> <p>Systemic Competences Framework: Commissioned by NHS. <a href="https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Systemic_Therapy">https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Systemic_Therapy</a></p> <p>The Postgraduate Certificate is subject to professional benchmarks as set out by the Association for Family Therapy and Systemic Practice, Blue Book. This sets the standards for all systemic training courses.</p> <p><a href="http://www.aft.org.uk/SpringboardWebApp/userfiles/aft/file/Training/AFTBlueBook%20Final%20PDF.pdf">http://www.aft.org.uk/SpringboardWebApp/userfiles/aft/file/Training/AFTBlueBook%20Final%20PDF.pdf</a></p> <p>The course is mapped against the Blue Book (AFT), the QAA Counselling and Psychotherapy benchmarks and SEEC level seven descriptors.</p>
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	<p>The course is accredited by the Association for Family Therapy and Systemic Practice (AFT) at Intermediate level. It forms the second of a four year programme to become a systemic psychotherapist. It is also a target award in that students who complete the course may finish at this level as a systemic practitioner.</p>
<b>HECoS code(s)</b>	<p>100254</p>
<b>UCAS Course Code</b>	

<p><b>Course Aims</b></p>	<p>The course is designed to help professionals to develop and deepen systemic knowledge and skills in order to increase the effectiveness of direct work with individual children and families with minor children across a broad range of contexts. The course is both an intermediate year of training for systemic psychotherapy and end stage training as a systemic practitioner. It is built on the theoretical and practice frameworks established in the foundation year of training. It seeks to deepen students' familiarity with and confidence in employing a number of approaches encompassed by systems theory.</p> <p><b>Educational Aims</b></p> <ol style="list-style-type: none"> <li>1. To deepen your knowledge and familiarity with the five major models of systemic practice, including the philosophical underpinnings, main theorists, main theoretical principles, model of change and role of the practitioner with particular reference to work with families with minor aged children and their networks.</li> <li>2. To enable you to apply systemic ideas to understanding the developmental stages of children across childhood and the implication of different stages of development for systemic practice.</li> <li>3. To develop your ability to apply systemic practice skills to a range of client groups and across a range of practice contexts involving families with minor aged children and their networks.</li> <li>4. To heighten your ability to work within ethical and legal frameworks that are relevant to multiple practice contexts and particular requirements of organisations in terms of accountability and responsibility in complex and/or unfamiliar circumstances with particular reference to families with minor aged children and their networks.</li> <li>5. To develop your ability to utilise self-reflexive practices and to demonstrate an awareness of the impact of self on system with particular reference to families with minor aged children and their networks.</li> <li>6. To enhance your ability to utilise relevant evidence based research to make assessments, formulate interventions and review effectiveness of direct work with particular reference to families with minor aged children and their networks.</li> </ol>										
	<p>Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below</p> <table border="1" data-bbox="412 1038 2103 1369"> <thead> <tr> <th data-bbox="412 1038 488 1086"></th> <th data-bbox="488 1038 1393 1086"><b>Outcome</b></th> <th data-bbox="1393 1038 2103 1086"><b>Award</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="412 1086 488 1227">1</td> <td data-bbox="488 1086 1393 1227">Evidence the ability to undertake a systemic assessment of a family with minor children through the development and application of a working systemic hypothesis in complex, unpredictable or specialised situations.</td> <td data-bbox="1393 1086 2103 1227">PGCert in Child Focused Systemic Practice</td> </tr> <tr> <td data-bbox="412 1227 488 1369">2</td> <td data-bbox="488 1227 1393 1369">Map a family system using an advanced level genogram, engaging children and other family members in the process where appropriate, making this a meaningful experience for each member of the family who participates.</td> <td data-bbox="1393 1227 2103 1369">PGCert in Child Focused Systemic Practice</td> </tr> </tbody> </table>			<b>Outcome</b>	<b>Award</b>	1	Evidence the ability to undertake a systemic assessment of a family with minor children through the development and application of a working systemic hypothesis in complex, unpredictable or specialised situations.	PGCert in Child Focused Systemic Practice	2	Map a family system using an advanced level genogram, engaging children and other family members in the process where appropriate, making this a meaningful experience for each member of the family who participates.	PGCert in Child Focused Systemic Practice
	<b>Outcome</b>	<b>Award</b>									
1	Evidence the ability to undertake a systemic assessment of a family with minor children through the development and application of a working systemic hypothesis in complex, unpredictable or specialised situations.	PGCert in Child Focused Systemic Practice									
2	Map a family system using an advanced level genogram, engaging children and other family members in the process where appropriate, making this a meaningful experience for each member of the family who participates.	PGCert in Child Focused Systemic Practice									

<b>Course Learning Outcomes</b>	3	Use child focused circular interviewing to design and apply systemic techniques to promote change and enable families to solve problems creatively.	PGCert in Child Focused Systemic Practice
	4	Demonstrate and critically evaluate a range of skills in working with families with minor children from a variety of complex social circumstances.	PGCert in Child Focused Systemic Practice
	5	Critically and systematically evaluate and apply principles of anti-oppressive practice in work with families with minor children who have complex needs.	PGCert in Child Focused Systemic Practice
	6	Demonstrate systemic reflexivity to further and critique your self-understanding and professional growth in the application of practice to complex and unusual circumstances when working with minor children, their families/carers and networks.	PGCert in Child Focused Systemic Practice
	7	Demonstrate a deep, systematic and critical understanding and application of AFT and IFT ethical standards to all of your practice. Apply relevant child and family legislative and governmental guidelines, such as Every Child Matters within your systemic practice	PGCert in Child Focused Systemic Practice
	8	Articulate and critically evaluate the theoretical underpinnings of the range of systemic models of practice across the development of the systemic approach with particular regard for how those models approach work with children, parents, carers and wider systems.	PGCert in Child Focused Systemic Practice
	9	Critique the main systemic theoretical approaches to the use of self in systemic practice with particular reference to work with minor children, their families and networks.	PGCert in Child Focused Systemic Practice
	10	Apply systemic theory to the assessment of families with minor children and their networks and wider systems.	PGCert in Child Focused Systemic Practice
	11	Evidence a critical awareness of and response to the available evidence base when considering the efficacy of systemic interventions with families with minor children and their networks	PGCert in Child Focused Systemic Practice
<b>Learning and Teaching</b>			
The course employs a wide range of teaching strategies. There are seven plenary days, comprising a morning and afternoon session, and eighteen small group sessions of three hours during the course of the year. The course tutors employ a range of teaching and learning strategies such as direct teaching, discussion, role play, reflecting team exercises, case consultations,			

**Teaching, learning and assessment strategies**

demonstrations and creative action methods.

Plenary sessions are primarily theoretical, though a significant part of the teaching involves the application of theory to practice. Presenters are drawn from well-known systemic practitioners in the field as well as the core teaching staff. A valued part of these presentations is the direct exposure to the practice of senior members of our field through case presentations, transcripts and DVD recordings. A member of the core staff is present at each plenary session to ensure continuity.

Small groups usually have up to 12 members. There is a consistent tutor throughout the year. These sessions aim to cover the course reading, the continued practice of reflexivity and the examination of the use of self and intensive skills development through role play and experiential exercises. The small group is the venue for you to present current work with client families and receive skills practice and feedback. Skills practice often takes the form of role play which can sometimes be recorded using the one way mirror and recording equipment in the therapy suites and later played back for review and discussion. The small groups are linked directly to the plenaries as they focus on the application of the theory taught in the plenary sessions to practice.

Tutors use many creative action methods in addition to more reflective approaches in order to respond to the variety of learning styles that students bring to the adult learning context. You are encouraged to develop creative and flexible applications of systemic ideas to practice with a wide range of families, couples and individuals.

In addition to direct spoken forms of communication the families and couples course utilises experiential learning and action methods which have direct application to work with families, couples and individuals across a wide range of contexts. These include nonverbal forms of communication, such as family sculpting, drama, and the use of metaphorical objects to encourage communication and understanding between family members. It builds on the foundation level and you will be encouraged to expand your repertoire of skills.

In all there are 90 hours of direct teaching. You are expected to undertake a further 180 hours of individual study outside of course time.

The course is managed and coordinated by a named Chair for the Intermediate year who collaborates with the students to review the course content and who works with the Chair of the Foundation year to ensure coherence across the foundation and intermediate years of the training.

Thus the course provides a wide range of learning opportunities that are intended to respond to different learning styles. The reading seminars and interactive plenary lectures fit well with the collaborative learning approach of the course. This enables the safety required for active experimentation to be developed in the small group through exercises and activity related to the reading. Role play, case consultations and presentations provide the material for reflection through discussion and feedback. The mix of tutor input and student peer support creates a rich collaborative learning context.

You are also enabled to use different ways of accessing information, through hard copy literature, e-learning sites, and web based environments all of which offer multiple ways of learning. This includes accessing the e-learning resources and discussion forums available through BREO.

We are committed to developing e-learning resources including blogs and e-discussion groups as the course develops.

### **Assessment**

The course employs a range of assessment strategies, all of which include a theory and a practice element. For practical reasons the assignments are split between the theory and skill units. Although the assignments are allocated to separate units, they each contain a theory and an application of theory element. In addition you are expected to develop self-reflexivity and this is also included in each assessment. Each assignment gives you the opportunity to show your ability to express systemic theory and describe your systemic practice in writing to a post graduate academic standard. You are expected to demonstrate an understanding of the current theoretical and methodological systemic approaches in relation to your client group and show how you apply these in direct work with clients. You will also show self-reflexive abilities and give attention to anti-oppressive practices. These academically rigorous written assessments give you the opportunity to use your direct family work practice to show theory in action and to give examples of creative responses in unexpected and/or specialised situations. You will demonstrate initiative in decision making in action and the application of a wide range of advanced techniques and information sources.

The course is composed of graded and pass/fail elements of assessment. The pass/fail assessments do not contribute towards your overall mark, but must be completed to a pass standard. There are two pass/fail elements: your log of 60 hours of systemic practice, and your reflective journal which charts your journey through the course.

The different assignments provide a range of opportunities to demonstrate your learning on the course.

Your written assignments of systemic work with clients show the development of practice skills and knowledge in your work place. The strength of this strategy is that it applies equally well to organisational dilemmas as to case consultations and gives you the opportunity to extend systemic thinking beyond the frame of direct work. You will thus be able to demonstrate the ability to integrate contradictory information, identify gaps and create a coherent systemic formulation which will guide your practice.

You are expected to complete a practice log of 60 hours of systemic practice undertaken during the academic year of the course. This involves the application of your systemic learning to your direct work with client families in a professional capacity. The work would normally be undertaken in your workplace or, should sufficient face to face experience not be available in the workplace, in a placement which you will have negotiated. The log demonstrates the direct application of learning to the student's professional context and can include consultation, supervision and meeting skills as well as taking the lead role in direct work with families.

You will also keep a reflective journal of your development through the course.

We want you to attend 100% of the course. However you must attend a minimum of 80% of the taught part of the course in order to pass

<p><b>Learning support</b></p>	<p>We follow principles of collaborative adult learning and aim to provide students with a good level of support throughout the year. You have the benefit of being taught in a range of ways that encourage learning, one of which is in a small group setting with a consistent tutor. In this setting, relationships between you, your peers and tutor are based on trust and openness. A significant portion of the small group learning is experiential and focuses on skills development. The tutor has the responsibility to guide students through the assessments by offering ongoing feedback about performance through the course. This is achieved through presentations and written documents. You have access to one to one tutorial time which you can use for academic and/or personal development.</p> <p>The use of small group teaching also provides opportunities for students to support one another through their learning. You are encouraged to form small groups for presenting reading and case material to the rest of the group.</p> <p>Students are represented by an elected student representative at the course committee meetings which take place three times per year. These meetings are minuted and the minutes posted on BREO. At these meetings any aspect of the course can be discussed. Changes are often introduced as a result of discussion at the course committee.</p> <p>For students who find the rigour of study challenging, the University can provide on line sessions on study skills. Tutors support students in their 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 assignments as tutors offer full and detailed feedback.</p> <p>We are aware that as adult learners you have full and active lives. We also require you to develop self-reflexivity about your experience in your own family, your beliefs and values. Studying at this level can sometimes raise issues which require therapeutic help. IFT offers pathways for students to access therapy if required. Students will be supported to access therapeutic support through their G.P. and UKCP (United Kingdom for Council for Psychotherapy) and BACP (British Association for Counselling and Psychotherapy).</p> <p>Students will be able to access University of Bedfordshire's learning resources, supplemented by texts available in IFT's library and by the posting of relevant reading and handouts on BREO subject to copyright regulations.</p>
	<p><a href="https://www.beds.ac.uk/entryrequirements">https://www.beds.ac.uk/entryrequirements</a></p>

<p><b>Admissions Criteria</b></p>	<p><b>Approved Variations and Additions to Standard Admission</b></p> <p>Applicants must have a degree level qualification or equivalent.</p> <p>Please see:</p> <p><a href="http://www.beds.ac.uk/howtoapply/ukugentryreqs">http://www.beds.ac.uk/howtoapply/ukugentryreqs</a></p> <p>Additional:</p> <p>Applicants must have successfully completed the foundation year in systemic practice at the University of Bedfordshire or its equivalent at another university. An RPEL route is available for students with substantial prior experiential learning.</p> <p>Applicants would usually have a relevant previous professional qualification such as psychology, social work, medicine, nursing or education. This is an AFT requirement for applicants progressing to years three and four, the systemic psychotherapy qualifying years. As this is a practice based course applicants must currently be working with families or couples in a professional context.</p>
<p><b>Assessment Regulations</b></p>	<p><a href="https://www.beds.ac.uk/about-us/our-university/academic-information">https://www.beds.ac.uk/about-us/our-university/academic-information</a></p> <p><b>Note: Be aware that our regulations change every year</b></p> <p><b>Approved Variations and Additions to Standard Assessment Regulations'</b></p> <p>All elements of assessment must be passed</p> <p>In unit referrals may be offered on this course</p>

## Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
ASS046-6	Theory: Intermediate Systemic Child Focused Practice	7	30	Core	TD A1	TD A12	TD A1	TD A12	TD A2	TD A2	TD A1 2		TD A1 2							
ASS047-6	Skills: Intermediate Systemic Child Focused Practice	7	30	Core	TD A1		TD A1	TD A12	TD A12	TD A2	TD A1 2	TD A1	TD A2	TDA 1						



## Section C: Assessment Plan

The course is assessed as follows :

### PCICFPIP- Postgraduate Certificate in Child Focused Systemic Practice

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
ASS046-6	7	TY	Core	CW-RW	6	CW-CS	20	CW-JO	25		
ASS047-6	7	TY	Core	CW-RW	12	PR-OR	25	CW-PO	25		

#### Glossary of Terms for Assessment Type Codes

CW-CS	Coursework - Case Study
CW-JO	Coursework - Journal
CW-PO	Coursework - Portfolio
CW-RW	Coursework - Reflective Writing
PR-OR	Practical - Oral Presentation

#### Administrative Information

Faculty	Health and Social Sciences
School	School of Applied Social Studies
Head of School/Department	Dr John McCarthy
Course Coordinator	Joan Bailey