



Programme Specification

GENERAL INFORMATION	
<i>Programme title</i>	PG Certificate in Systemic Theory and Practice
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Programme accredited by (including date of accreditation)</i>	The Association of Family Therapy (Year 1 accredited Dec 2015; Year 2 Dec 2016)
<i>Subject Benchmark Statement*Subject Benchmark Statement:</i>	FHEQ level 7
<i>Date of Specification preparation/revision</i>	
<i>Applicable to cohorts</i>	
<i>Programme Approved by</i>	

Synopsis and academic coherence of programme

Systemic Therapy is an evidenced-based approach increasingly used in statutory services including the NHS and Social Services. The Post-Graduate Certificate is designed for multi-professionals from a range of agencies who work with individuals, couples, families and interagency systems.

Training to become a fully qualified systemic psychotherapist is a four year journey: year 1 Foundation and year 2 Intermediate (provided through this Postgraduate Certificate), followed by years 3 and 4 as a Masters in Systemic/Family Therapy (not offered at Bath, nearest courses are Exeter, Cardiff, Birmingham and London). At Foundation level, trainees are introduced to the core theories and key ideas of systemic therapy, as well as developing specific therapeutic skills. At intermediate level teaching and placements aim to develop learning especially in relation to clinical practice and prepare students for Masters level training. Teaching in year 2 also has an additional focus on working with a range of client groups and on consultation.

Teaching takes place for a full day once a month between Sept-July. Year 2 students also need to complete 60 hours of Systemic clinical practice on placement.

The Post-Graduate Certificate in Systemic Theory and Practice is awarded upon successful completion of the 12 credit unit in Year 1 (Foundation in Systemic Theory and Practice) and the 18 credit unit in Year 2 (Intermediate Course in Systemic Theory and Practice).

Students may wish to stop their study after year 1, in which case, if they have successfully passed the first year they would receive the university credits from the University of Bath and a Foundation qualification from the Association of Family Therapy.

The content and assessment methods for both units reflect the requirements for teaching at this level set by the professional body, The Association of Family Therapy.

Educational aims of the programme

The overall aim is to recognise academic achievement at FHEQ level 7

Provide students with a solid base in systemic therapy allowing them to being to apply these skills and if they so wish to progress onto a Systemic Family Therapy Masters course. To this end they will be able to demonstrate a comprehensive, conceptual and critical understanding of the main theories and techniques of the different schools of systemic therapy and have applied these in clinical practice.

The learning outcomes for Year one must be met to progress to Year 2. Some of the practical skills are taught and facilitated rather than assessed, students participation in these lectures or watching the recording of the lectures if not attended is sufficient to obtain the understanding of the skill.

These learning outcomes are the based on those recommended by the professional body (Association of Family Therapy) as the learning outcomes expected of students at each stage of training.

<ul style="list-style-type: none"> Knowledge & Understanding: 	<p>T = Taught; F = Facilitated; A – Assessed</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> Obtain a conceptual understanding and ability to critique different systemic approaches (T,A) Obtain a comprehensive ability to place the development of systemic therapy into a historical context (T,A) Obtain a comprehensive understanding of how to adapt systemic techniques to work with children and older adults (T,A) Obtain a systematic understanding of key research on family and couple therapy especially in current areas of practice including client feedback and service evaluation (T,A) Obtain a comprehensive understanding of the implications of adherence to the Association of Family Therapy's Code of Ethics and Practice for professional and client systems (T,A) <p>These are assessed in the 3,000 word case report</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> Obtain a conceptual understanding of how different schools within systemic therapy view the process of therapeutic change and offer a critical perspective on this (T, A) Obtain a comprehensive understanding of how to use and provide supervision/consultation using systemic models (T, A) Obtain a comprehensive understanding of a broad range of research and literature relating to family therapy and systemic practice, which should include recent publications and their application to different systems (T, F, A) Obtain a conceptual understanding and commitment to actively promote ethical, anti-discriminatory practice and to highlight and critique culturally-based assumptions (T, F, A) Obtain a comprehensive understanding of the implications of adherence to the Association of Family Therapy's Code of Ethics and Practice for professional and client systems (T,A) Obtain a comprehensive understanding of the impact on systemic practice of key legislative frameworks and provision covering children, mental health and community care (T, F, A) <p>These are assessed in the 3,000 word case report, theoretical essay and video presentation of practice</p>
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<ul style="list-style-type: none"> Intellectual Skills: 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Obtain a comprehensive understanding and ability to use relational, circular thinking in relation to problems for individuals, couples and families (T, F, A) Obtain a conceptual understanding and ability to critique the concept of the family life cycle perspective and its application to different family forms (T, A) Obtain a conceptual understanding and ability to create circular hypotheses/formulations (T, F, A) <p>These are assessed in the case report and in class group exercise on the Family Life Cycle.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> Further develop a conceptual understanding and ability to use relational, circular thinking in relation to problems for individuals, couples and families in a range of clinical settings, including areas such as physical illness, adult and child mental health or learning disabilities (T, F, A) <p>These are assessed in the case report and 10 minute video presentation of practice.</p>
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<ul style="list-style-type: none"> Professional Practical Skills: 	
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	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Obtain a comprehensive understanding and be able to demonstrate a range of practice skills (e.g. through role play) (T, F,A) • Obtain a conceptual understanding, with critical appraisal, and be able to construct a genogram (T, F, A) • Obtain a conceptual understanding and develop the ability to convene a systemic therapy session and establish a good therapeutic relationship (T, F, A) • Obtain a comprehensive understanding and confidence to effectively interview more than one person in the room using a range of questioning techniques (T, F) • Obtain a comprehensive and experiential understanding the therapeutic technique of sculpting (T, F) • Obtain a comprehensive understand the therapeutic techniques used by Structural Therapists to restructure family alignment (T) • Obtain a comprehensive understanding of how a 5-part therapy session is conducted (T, F) • Obtain a comprehensive and experiential understanding of the use of Reflecting Teams (T, F) • Obtain and comprehensive understanding the practice of therapeutic letter writing (T) <p>These are assessed in the case report and in class assignments</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of a range of practice skills while under supervision on placement (T, F, A) • Obtain a conceptual understanding of techniques for working with couples (T, F) • Demonstrate a comprehensive understanding and enhanced competence at convening a systemic therapy session in a range of clinical settings (T, F, A) • Obtain a conceptual understanding of Narrative Therapy techniques to an intermediate level and offer critique (T) <p>These are assessed in the case report, supervisor rating of the Systemic Family Practice – Systemic Competencies Scale, video presentation and supervisor report on learning outcomes obtained on placement</p>
<ul style="list-style-type: none"> • Transferable/Key Skills: 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Obtain a conceptual understanding and demonstrate the use of various types of interventive questioning (T, F, A) • Obtain a comprehensive understanding and demonstrate the use of self-reflexivity and their own position in their professional system (T, A) • Take responsibility for own learning with appropriate support and provide an account of this learning over time (F,A) • Obtain a comprehensive understanding of the influence of wider social contexts (e.g. gender, race, education, sexuality) on the self of the therapist and the client(s), with the ability to consider how inequalities and power differentials impact on people's lives (T, F, A) • Obtain a comprehensive understanding and demonstration of the ability to use ethical decision making, especially in relation to safeguarding, confidentiality and consent (T, A) <p>These are assessed in the reflexive log and in class group discussions on different and diversity.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding and use of self-reflexivity, specifically in relation to practice (T, F, A) • Concisely and precisely present examples of their practice in written and oral forms (F, A) • Take responsibility for own learning with appropriate support and provide an account of this learning over time (F,A) • Work effectively with others as a member of a team and meet obligations to others (e.g. tutors, peers) (F) <p>Assessed in the reflexive log, video presentation, transcript of therapy, case report</p>
<p>Summary of assessment and progression regulations</p>	
<p>NFA - fully compliant</p>	
<p>Progression Regulations and Awards</p>	
Empty space for progression regulations and awards	

The programme regulations are covered by the University's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at <http://www.bath.ac.uk/registry/nfa/index.htm>. Specific regulations for the Postgraduate Certificate are summarised in Appendix 13: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf>

Students will be eligible for the award of the Postgraduate Certificate in Systemic Theory and Practice if they pass all 30 credits.

In order to be able to progress from Year 1 to 2, students must pass the Foundation unit, confirmed at a Board of Examiners at the end of Year 1. Students must also have a placement arranged where they can obtain 60 hours of clinical practice during Year 2, the contract for which requires approval. Any student who has passed Year 1 but decides not progress to Year 2 will still have achieved a Foundation level qualification in Systemic Therapy, awarded by the Association of Family Therapy. Students who successfully complete the Postgraduate Certificate in Systemic Theory and Practice will also be awarded an Intermediate level qualification awarded by the Association of Family Therapy.

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements

Students must arrange their own placement in Year 2 where they can obtain 60 hours of systemic clinical practice – this is a requirement of proceeding to Year 2. The placement contract is between the student and placement provider but the university provides a template contract detailing the learning outcomes and standards, and so the placement provider is responsible for indemnity insurance, DBS checks, etc. The placement supervisor (the systemic therapist who offers the placement in the NHS or equivalent – not a member of UoB staff) is required to complete two forms as part of the student's course requirements: a formative assessment in the form of a report at the end of the placement indicating the learning outcomes obtained whilst on the placement, and a summative assessment of the student's therapy skills using the Systemic Family Practice – Systemic Competencies Scale. Students must also bring in a piece of video tape from their placement of themselves conducting systemic therapy to be assessed (confidentiality arrangements must be made for this in accordance with the NHS Trust policy of where they are on placement); and also transcribe 10 minutes of therapy to submit for assessment with their reflections on the work.

Details of Study Abroad Requirements

Details of Professional Accreditation

Admissions Criteria including APL/APEL arrangements

Application is via an application form and two references. These are assessed using a scoring criteria and those that meet the following criteria are admitted onto the course:

- For year 1 applicants must have a relevant first degree (e.g. in mental health or social care) and be able to apply the ideas in a relevant work setting (although not necessarily therapy).
- For year 2, in addition to the successful completion of a Foundation course (Year 1 – or equivalent if via the APEL route), applicants must have a suitable work placement where they can obtain 60 hours of supervised systemic clinical practice over the year.

Applicants for entry into Year 1 or Year 2 (if completed Year 1 elsewhere) also have to provide a supporting statement and 2 references, both of which are graded for strength on a 3-point scale.

Details of Support Available to Students

Department and Programme Specific Support Information

The course director and other members of the DCLinPsy programme involved in the course will monitor and support the academic progress and general welfare of their students. Staff in these roles will be able to respond to many of the questions and concerns raised by students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. [Further information](#) about these services is available on-line.

There are also Medical and Dental Centres, and a Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation sports schemes are sometimes available for older children during the school holidays.