

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

| | | | | |
|---|---|-----------------------|--------------------------|--|
| 1. Programme title and designation | | Family Therapy | | |
| 2. Final award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| MSc | Family Therapy | 180 | 90 | N/A |
| 3. Nested award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| N/A | N/A | N/A | N/A | N/A |
| 4. Exit award | | | | |
| Award | Title | Credit value | ECTS equivalent | Any special criteria |
| PgDip | Systemic Practice with Families | 120 | 60 | For students completing the module the Developing Therapist and either the module Embedding the Evidence into Practice or the module Dissertation – Family Therapy |
| PgDip | Theories of Systemic Practice with Families | | | For students completing the modules Embedding the Evidence into Practice and the module Dissertation – Family Therapy |
| PgCert | Theoretical Approaches in systemic work with families | 60 | 30 | For students who only pass the module Embedding the Evidence into Practice |
| PgCert | Systemic Practice Dissertation | 60 | 30 | For students who only pass the module Dissertation – Family Therapy |
| PgCert | Introduction to Systemic Practice with Families | 60 | 30 | For students who only pass the module The Developing Therapist |
| 5. Level in the qualifications framework | | M | | |
| 6. Attendance | | | | |
| | Full-time | Part-time | Distance learning | |
| Mode of attendance | Yes | Yes | No | |
| Minimum length of programme | 1 year | 2 years | N/A | |
| Maximum length of programme | 3 year | 6 years | N/A | |
| 7. Awarding institution/body | | King's College London | | |
| 8. Teaching institution | | King's College London | | |

PAF originally approved by QA&AA: 18 August 2007
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| | |
|---|--|
| 9. Proposing department | Division of Child and Adolescent Psychiatry |
| 10. Programme organiser and contact details | Grace Heaphy. Box 73 section of Family Therapy Institute of Psychiatry 02078485398 Grace.heaphy@kcl.ac.uk |
| 11. UCAS code (if appropriate) | N/A |
| 12. Relevant QAA subject benchmark/ professional and statutory body guidelines | Association of Family Therapy |
| 13. Date of production of specification | July 2006, Adapted for Credit Framework April 2007 |
| 14. Date of programme review | 2021/22 |

16. Educational aims of the programme

To enable professionals from mental health and related disciplines to build on existing skills and knowledge and develop a comprehensive understanding of theory and practice in relation to Family Therapy.

To help students to achieve the professional standards required by the Association for Family Therapy and the United Kingdom Council for Psychotherapy at the level of qualified and independent practice.

To enable students to review current knowledge in the field and their own clinical experience to creatively adapt their practice to fit with different client groups and agency context.

To enable students to critically evaluate research and advanced scholarship and to design and carry out a research project.

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17. Educational objectives of the programme/programme outcomes

At the end of the programme students should be able to:

Demonstrate by examinations, essays, dissertation and clinical practice that they are of a standard of knowledge and practice to meet the requirements of qualified psychotherapist laid down by the Association for family Therapy and Systemic practice in the UK. This includes the knowledge and ability to work within the ethical code of the profession.

- Demonstrate self-direction and originality in tackling and solving advanced problems and act autonomously in planning, carrying out and evaluating therapeutic interventions.
- Take account of their own personal and professional issues and assess their impact on the work they do.
- Evaluate, assess and implement a comprehensive range of detailed theoretical frameworks and applications in order to practice at an advanced level in an effective and anti-discriminatory fashion.
- Understand in depth the process of engagement and all aspects of the therapeutic relationship and be able to form good relationships with a wide range of clients.
- Demonstrate in depth knowledge of the evidence base for family therapy and be able to plan and carry out a research project to answer questions relevant to the field.
- Critical understanding of the role of the Family therapist within the multi-disciplinary team and fulfilment of all aspects of that role, seeking help appropriately.
- Adapt a variety of approaches to fit with a range of clients and understand in a critical manner the importance of wider contexts such as culture and discrimination.
- Demonstrate sufficient in-depth knowledge of other approaches to refer clients appropriately.
- Communicate in advanced written and verbal form in an effective and sophisticated way about family therapy and all aspects of work with clients

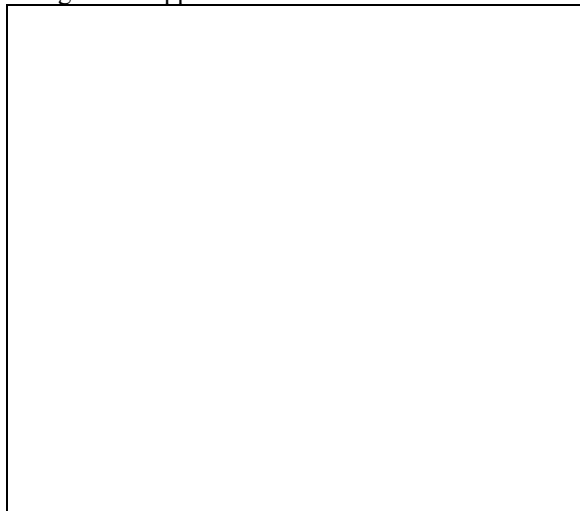
Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. The literature relating to family therapy and systemic practice.
2. Key developmental processes within individuals, families and social systems, including family life cycle theories
3. knowledge of a range of possible problems presented by clients and indications for different treatment approaches
4. An understanding of wider systems and their impact on individual and family life
- 5 Knowledge of research underpinning the practice of family and systemic therapies.
6. Knowledge of research methodologies
7. Knowledge of ethical consideration in Family Therapy

These are achieved through the following **teaching/learning methods and strategies**:

Students have formal weekly seminar presentations and opportunities to develop and explore their knowledge in a variety of small and larger group tutorials . They are encouraged to explore the ideas as they relate to practice and their clinical supervisors support this integration. This is furthered by opportunities to hear about and discuss the work of therapists in a variety of contexts. Students are required to do private reading and to make individual and peer group presentations to further integrate and consolidate learning. This is reflected in the work they do in developing their portfolio of learning which is a key document that is discussed in different settings throughout the course.



Assessment
The assessment strategy for the programme focuses on the way in which knowledge and understanding can be translated into practice. Assessments focus on ability to conceptualise and to communicate knowledge and understanding both in written form and verbally. The assessment methods include written examinations, assignments, research dissertation reports on clinical work and clinical presentation. Formative assessments include a presentation to the peer group, research critique and research protocol.

Skills and other attributes

Intellectual skills:
An ability to elaborate and critically evaluate a range of theoretical frameworks and their applicability to practice.
An ability to compare and contrast different approaches in systemic therapy and their relationship with other therapies and theories of change.
An ability to communicate the process of therapy both in oral and written form to psychotherapy colleagues and other professionals
To identify a research question, select, plan and implement a research strategy to investigate it and systemically review findings and explore their implication for practice
An ability to reflect on personal processes and manage them effectively in clinical work.

These are achieved through the following **teaching/learning methods and strategies:**

The teaching of intellectual skills is integrated into most small group teaching and clinical supervision where students are able to openly debate, discuss and critically appraise and reflect on contemporary practice issues.

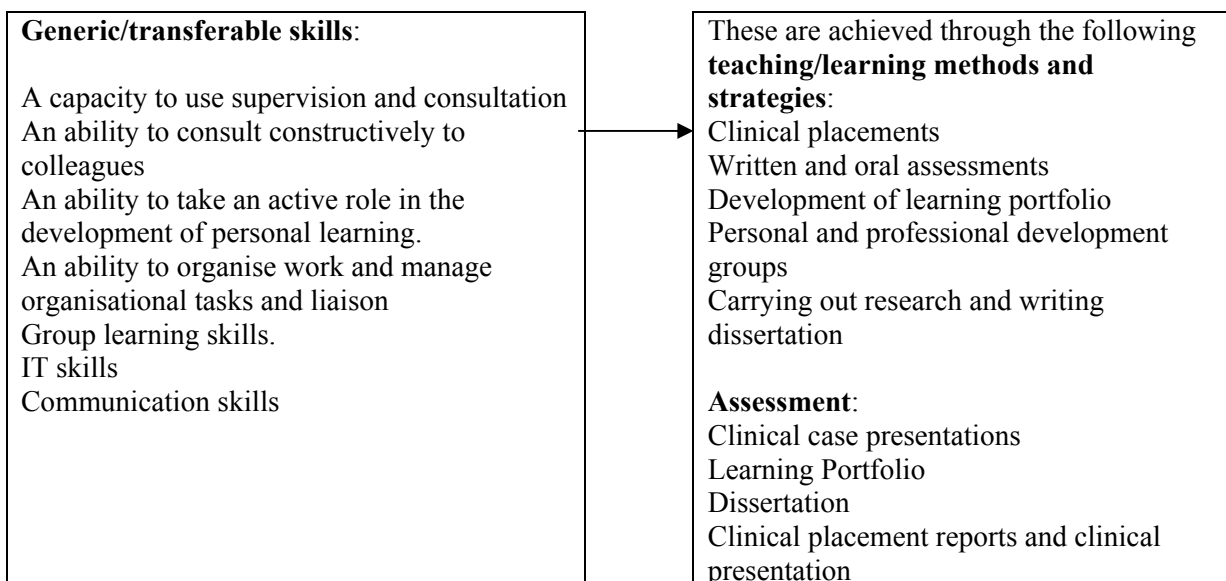
Assessment
Intellectual skills are assessed in a variety of ways including assignments, clinical presentation and dissertation.

Practical skills:
An ability to work in an ethical, culturally sensitive and anti-discriminatory way.
An ability to develop effective therapeutic relationships with clients
An ability to use a range of techniques to help clients make changes in their lives.
An ability to adapt skills and techniques to a range of clients
An ability to recognise the limits of personal expertise, skills and approach and refer clients appropriately.
Skills associated with carrying out a research project e.g. literature search, coding techniques

These are achieved through the following **teaching/learning methods and strategies:**

Small group teaching relating to research, clinical placements, clinical skills seminars, personal and professional development groups

Assessment:
Clinical supervisors report and clinical presentation.
Dissertation



18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

The programme is designed to meet the requirements of the Association for Family Therapy which is the professional body for the modality. The programme requires validation by that body and the validation is for 5 years. In 2006 the PT time programme received validation. The Full time programme was accredited in 2007 and both courses are in the process of being re-validated in 2013.

19. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or linked/exit awards)

(a) numbers of compulsory and optional units to be taken in each year of the programme

All modules are core and must be completed. And full credits for each module must be achieved. The core modules are

Dissertation (60 credits)
Embedding the Evidence into Practice (60 credits)
The Developing Therapist (60 credits)

(b) range of credit levels permitted within the programme

7

(c) maximum number of credits permitted at the lowest level

180

(d) minimum number of credits required at the highest level

180

(e) progression and award requirements (if different from the standard)

N/A

(f) maximum number of credits permitted with a condoned fail (core modules excluded)

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None

(g) are students permitted to take a substitute module, as per regulation A3?

No

(h) other relevant information to explain the programme structure

This is a programme that focuses on training professionals to become Family Therapists and it is important that all aspects of the training are integrated. The learning gained from each module is linked to and reinforces the learning from the other modules. Clinical placements run concurrently during the programme to maximise the integration of theory and practice.

The programme offers exit awards: see front page.

| Programme structure | | | | | | | | | |
|---|----------------------|----------------------|--|----------------|---------------|--------------------|---------------|---------------|-----------------------------------|
| Title | Cred it level | Cred it value | Status (I, C, O) for each type of programme | | | Progression | | | Assessment |
| | | | Single honour s | Joint honour s | Major / minor | Single honour s | Joint honours | Major / minor | |
| 7PAGFRES Dissertation – Family Therapy | 7 | 60 | Cr | | | Yes | | | Coursework |
| 7PAGFTDT The Developing Therapist | 7 | 60 | Cr | | | Yes | | | Coursework Practical |
| 7PAGFEIP Embedding the Evidence into Practice | 7 | 60 | Cr | | | Yes | | | Written Examination Coursework |

20. Marking criteria

The marking for this programme follows the College generic criteria. There are no additional criteria.

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