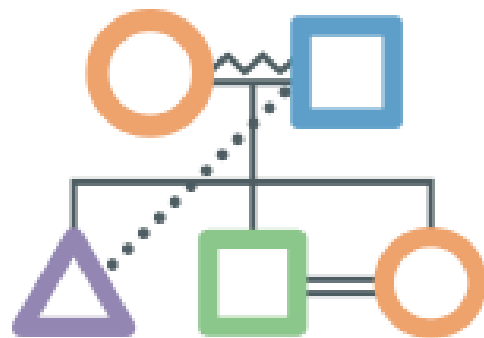




# Collective Space

systemic social work

Systemic Social Work with  
Children and Families: Foundation Level

Handbook for Students

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## **1. Social work, Safeguarding and Systemic Practice- Vision, Values and Ethics**

The protection of children is a complex task. At Collective Space we believe that excellent social work can be the 'difference that makes the difference'.

The relationships built between families and their social worker have the power to be transformative, enabling families to find the solutions to their problems and social workers to realise their vocation.

However, social work is not straightforward, it is a profession dealing with the business of complexity, where it is as important to *not know* as it is to *know*. It is a profession where social workers must live in two worlds - one which is focussed on maximising someone's rights to make choices for themselves *and* one which obliges us to act in ways which restricts those same rights, when a person's choices impair the safety, security and development of their children. We come into the social work profession because we want to help generate change; change which means children are safe, change which means families are able to stay together, change which seeks to challenge inequality and discrimination and change which tells society that people matter. What social workers do every day with families has the power and potential to be both helpful and/ or harmful.

Social work underpinned by a systemic methodology is an effective fit for a profession tasked with helping individuals and families improve outcomes in their lives and responding to complex problems. By adopting a systemic frame, we come to think of these complex problems as created and maintained within the patterns of behaviours, relationships and environments in which we live. As the vast majority of statutory social work is undertaken with families who are experiencing multiple disadvantages of poverty, discrimination and inequality, we believe this position is also the right ethical fit for social work.

Collective Space is born of the Reclaiming Social Work (RSW) model founded in 2008 which introduced a whole system change model aimed at equipping social workers with the right skills and a supportive organisational context to enable them to better help families to safely care for their children.

A major component of this programme was the focus on methodologies with a solid evidence base for helping families find solutions for the difficulties they have and develop resilience. Since 2011, we have been developing the practice of systemic approaches within children's social work and teaching in this methodology. In 2015, we launched our own systemic social work training courses, which took key ideas from the discipline of systemic psychotherapy and applied them to working within the statutory children's social work context.

Students should have read the Association of Family Therapy (AFT) Code of Ethics and Practice prior to commencing the programme contained in section 8..

## **2. Who is this course for?**

This course is grounded in theory from key systemic models and thinkers and prepares students for advancement to subsequent training in systemic practice with individuals, couples and families in the public, voluntary and private sectors. However, there is a greater emphasis on the application of ideas to work with parents, carers and children in a statutory context where specific attention is given to the imbalance in power between client and practitioner and the involuntary nature of service provision.

The course has been designed specifically for practitioners working in children's social care organisations who are the commissioners of the training. Teaching is at postgraduate level and with this in mind, we assume that most participants will already hold qualifications in social work, or an affiliated profession. Students will already have a good grasp of child development, an understanding of significant harm and experience of direct work with children in need of protection, their families and carers. It is also expected that students will continue working directly with families throughout the duration of the course.

Despite the focus on social workers, the course may also be useful for practitioners working in similar contexts with a wider variety of qualifying training. For example: residential social workers, family support workers in social care or early intervention services, key workers in parental drug and alcohol services or youth offending, parent workers or key workers.

Should students be accepted on the course without a prior professional qualification, they might not be considered for employment by the NHS as a Systemic Practitioner nor on the final completion of their systemic training as a Systemic Family Psychotherapist.

### **Application**

Application and enrolment onto the programme will be via the commissioning organisation's internal processes. Enrolment criteria will vary depending on the organisation. We encourage applications from students from diverse backgrounds (see Equal Opportunities and Anti- Discriminatory Practice statement). We are committed to supporting students with specific learning needs and will agree to additional support with the student and their employer prior to course commencement (see Learning Support).

### **Accreditation**

The commissioning organisation will decide whether to pursue an accredited or non-accredited programme and whether students should complete assignments as part of the training. The Systemic Social Work with Children and Families Course is accredited with the Association of Family Therapy as a Foundation Level programme. Should the commissioning organisation choose to have the course accredited, upon completion of the programme the course will be submitted to AFT as a satellite programme to the accredited course.

### **APEL (Assessment of Prior Experience and Learning) Policy**

Students who are seeking a place on a Level II systemic programme but who have not completed an accredited Foundation Year in Systemic Practice, may apply onto a programme via the institution's APEL route.

They will need to demonstrate prior experience and learning equivalent to a Foundation Level course by submitting a portfolio of learning as outlined below, by the deadline date for applications to the relevant Diploma Level programme.

### **3. Course aims and approach to learning**

The course aims to equip our students practising within the field of children's social care with key theories, models and techniques from the field of systemic practice for the purpose of offering parents, carers and wider systems help and support to safely care for their children. Learning outcomes fall within three broad areas:

- Understanding patterns of interactions which contribute to risk and harm to a child, and evidence-based approaches to intervening in families to reduce these risks to children.
- Developing awareness of the contextual and ethical dilemmas embedded in social care work including engagement and goal setting with non-voluntary clients.
- Understanding the role of reflexivity in client change and development of one's own practice.

Included in the course outline is a list of required and recommended reading. This reading is chosen to offer a balance of seminal papers in the field of systemic thinking, research studies setting out the evidence base for particular interventions and social work journal articles which provide evidence of the use of systemic ideas in a social care context.

#### **Approach to teaching and learning**

Whilst keeping within the requirements and guidelines of AFT - our accrediting body, our approach to the teaching of theory starts with consideration of the social work task and how systemic theory can support and enhance this. We aim to allow our students to have a deep and competent understanding of a select range of relevant theory. Our programmes have been matched against the DfE's Knowledge and Skills Statements at all three practice levels and are consistent with the ethos of the Professional Capabilities Framework (PCF).

Through all of our work, there is a strong emphasis on the importance of listening to the voices of children and families, taking into account their experiences of class,

cultural and religious beliefs, race, ability, gender and sexuality, and all aspects of difference and diversity which we refer to as the 'Social Graces'.

### **In-person teaching and virtual/online delivery**

Commissioning organisations will select an in-person, virtual or hybrid model of teaching delivery depending on preference and requirements. Regardless of the delivery model, the learning outcomes of each teaching day remain standardised and there is a consistency of teaching objectives.

All students will have access to their own programme learning platform, which stores all course material and information.

The training programme combines both a formal, didactic approach to teaching with an experiential, skills-based approach to application of learning. Students are encouraged to bring their own experiences from practice to apply the concepts and ideas.

At Collective Space, we have developed our own mixed media training materials including video and audio material. These consist of both reconstructed scenarios of social work practice using practitioners and actors but also live examples of real case work featuring our own tutors, all of whom are still in direct practice.

These materials provide very powerful learning experiences which allow our students to learn from real examples of social work practice. This importantly enables us to demonstrate lots of skill as well as imperfect practice and the reality of not always 'getting it right' but still being able to reflect upon and recover within the professional relationship.

This course is taught and facilitated by two tutors; one is a qualified systemic psychotherapist with experience of applying systemic ideas in a social care context, another who is an experienced social worker with additional training in systemic practice (generally to intermediate level) who continues to work in a safeguarding context with children and families. Together they will offer a solid grounding in systemic theory and application of ideas in a children's social care context.

As part of our commitment to an outstanding learning experience, we ensure tutors are observed and have their teaching materials reviewed annually. Tutors review the feedback from students after each session and are expected to be responsive to this with the group. Centrally, Collective Space also reviews student feedback on tutors after the four days of delivery of each course and will address any issues should they arise at this stage.

### **Culture and environment for learning**

Collective Space's approach to teaching and learning is underpinned by the following principles:

- Creation of a learning environment that invites students and tutors to collaborate on the pace, content and specific focus of learning within overall course outcomes, while attending to power differences in tutor-student relationship.
- A balance of didactic teaching (direct offer of content) and experiential teaching (exercises to support students to develop their own ideas).
- Inviting and exploring different perspectives modelled through the tutor relationship, large group feedback/discussion and the use of reflecting teams.
- Attention to preferred learning styles by offering a mix of visual representation of ideas (PowerPoint, video, flip chart), self-directed reading, modelling practicing techniques by tutors in role or sharing video of clinical practice, inviting discussion of ideas in large and small groups and deliberate practice exercises.

Assessment of learning in different contexts - theory assignment, systemic formulation written assignment and viva, critique of own practice assignment.

### **The commitment from students**

The course demands a significant commitment from students and this should be discussed in detail with the manager/employer. We encourage all commissioning organisations and students to agree expectations, support and study leave prior to the course commencing.



### Time Commitment:

48 hours of reading for the course

12 teaching days across 9 months, minimum 10 days attendance (84 hours)

Record of 20 practice hours - individuals, families, groups

Approximately 6.5 days (52 Hours) for preparation of assignments

Total: 204 hours (84 with tutors, 120 independent study)

### **Equal opportunities and anti-discriminatory practice**

Through all our work, there is a strong emphasis on the importance of listening to the voices of children and families, taking into account their experiences of class, cultural and religious beliefs, race, ability, gender and sexuality. Consistent with this ethos, Collective Space is committed to the fair treatment and equality of opportunity for all those associated with our professional activities including children, their families, colleagues in Local Authorities and organisations, employees, trainers and students.

We offer training and consultation across England, Scotland and Wales. Our audience represents the full breadth of modern Britain and some of the most vulnerable and marginalised people in our society. We aim to ensure that we recruit and train professionals and interact with each other and with clients in ways which ensure freedom from discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), care experience, sex, and sexual orientation. We also aim to advance the equality of opportunity and fair and respectful relationships between people who have a protected characteristic and those who do not (The Equality Act 2010, Section 4).

We are committed to:

- Teaching and delivering practice interventions that are informed by an analysis of power between the state and the family

- Ensuring the selection and promotion of employees, trainers and students in their work and professional development is determined exclusively by personal merit and performance
- Providing adaptations to assessment and learning environments to ensure equality of opportunity to applicant students and trainers who advise us of needs arising from a disability or any other disadvantage
- Monitoring our performance in the appointment and progression of employees, trainers and students to advance the equality of opportunity between people with a protected characteristic and those without
- Ensuring that organisations we partner with or offer services to, are in compliance with the Equality Act 2010
- Ensuring our employees and agents understand that they must not discriminate against students or clients, or harass them or victimise them, and that they understand our duties in relation to making reasonable adjustments for disabled students
- Ensuring that our relationships among tutors and between tutors and families builds cohesion and understanding between people with a protected characteristic and those without, fostering dialogue and understanding among people with a wide range of beliefs.
- The full Equal Opportunities Policy is available online via the Learning Platform.

#### **4. Assessment of learning**

Collective Space is committed to offering courses which are inclusive of different learning styles and which allow all students the opportunity to reach their potential and demonstrate their systemic social work knowledge and abilities. For many years, our foundation courses were assessed purely on written assignments alone, and we felt this limited some students in being able to achieve grades which accurately reflected their knowledge and understanding.

In 2024, Collective Space introduced the viva within its assessment framework, with the added belief that this model will better support practitioners take theoretical ideas and use them in their practice contexts. Learning how to succinctly present a

genogram, offer a systemic formulation about risk, talk about how power is influencing relationships and demonstrate reflexivity, are all skills that we hope to see translated into the work context after completion of the training. The viva will offer students a very good opportunity to learn how to verbally present their ideas through a systemic lens as they would do in team meetings, core groups, case conferences, fostering/adoption panels etc.

### **Approach to assessment**

There are three assignments, plus a portfolio that will be submitted at different points during the course. The first assignment is formative, and the next two are summative. After the course has been completed, students are also required to submit a portfolio of their learning which is assessed by tutors but not given any grade. Students cannot gain their certificate until all four pieces of assessed work have been completed.

The **formative** assignment is a piece of written work that will be submitted for marking. It is assessed and graded, but the mark awarded does not contribute towards the student's overall mark at the end of the course. This formative assignment is an opportunity for students to practice academic writing, particularly as some would not have completed undergraduate degree courses, or some may not have written academic assignments for many years. They are requested early in the course to encourage students to begin experimenting with ideas and attending to specific learning objectives set by Collective Space. Tutors are asked to provide a numerical grade and qualitative feedback for the assessed work to help guide the student by identifying current strengths and areas for future learning. The outcome from this formative assignment does not impact course progression.

**Summative** assignments (assignments 2 and 3) assess the progress of the students' learning and contribute towards the overall mark at the end of the course. Tutors are asked to provide a numerical grade as well as qualitative feedback for the summative assignments which must achieve a minimum of 50% for the student to pass the course and progress to further studies in systemic practice. Tutor feedback

will offer guidance regarding development which would need to be addressed in a re-submission if the mark falls below a pass.

The students' final mark and award will be determined by an average of the two summative assignment grades.

### **Grading Criteria:**

The framework for assessment is mapped to the overarching course aims:

- Setting the context for safeguarding intervention - ability to articulate the reasons for social care intervention in terms of risk to children, and to understand the impact of personal, organisational and societal values which influence risk assessment.
- Case formulation - ability to succinctly offer a visual representation of the family using a genogram and begin to give a systemic account of family interactions and patterns as they relate to the difficulties being described. Ability to use a systemic formulation to begin to construct circular hypotheses about what might be influencing the identified risk.
- Evidence informed intervention - ability to understand a theory of change and using a systemic model, propose an intervention that could be used in direct case work.
- Attending to the therapeutic relationship - ability to account for ethical dilemmas and issues of power arising from the context and attend to the Social Graces in co-constructing helping relationships.
- Reflection on own learning - use of self-reflexivity to seek and respond to client feedback in planning and evaluating interventions and developing one's own practice.

All assignments are marked by systemic family therapists who are familiar with working in a social care context. Marking follows the Grading Matrices which are available on the Learning Platform. Students will be given a numerical grade out of 100, with a qualitative account of what was done well and what could have improved

the assignment. Feedback will be available within 4 weeks of assignment submission.

High Distinction: 80% and above

Distinction: 70 % and above

Merit: 60- 69 %

Pass: 50-59 %

Fail: 50 % and below

**Resubmission** of assignments that have failed to reach the pass mark can be made once for each of the summative assignments. Students can re-submit the summative written assignment (assignment 2) if they fail and they will re-sit the viva but only one attempt at re-submission/ re-sit is allowed for this and the maximum grade that can be achieved at this point is 50%.

### **Assignment 1 - An Idea That Grabs You! (Formative)**

**This assignment is due for submission after Day 6 of the course and does not contribute to the overall grade.**

Maximum 1500 words. Please include an accurate word count on the cover sheet of your assignment.

Assignment Outline:

- Think of an idea from the course which has caught your attention. Explain your understanding of this idea so far and the era, model and author that this idea is connected to. Cite relevant literature on the subject, making sure you use the Harvard referencing system in your bibliography and in your in-text citations.

- Give an account of what draws YOU to this particular idea — what are the personal and professional beliefs, experiences, skills and relationships that might have influenced your interest in this idea?
- How are you beginning to think that this might be helpful to your practice? What challenges might this idea pose for you, for the families you work with and the organisation you work within? What makes this idea a fit or a challenge for the children and families you work with?
- How has exploring your own position to this idea influenced your relationship to your current practice? Has it changed how you are being invited to practice by your organisation? Has it changed your views on your previous practice? How much were you addressing the issue of power in relationships in your previous practice - and how does this idea attend to this issue?

**Area 1 - Theory & Application:** marked out of 30

- In this section you will be required to explain what your understanding of the chosen theoretical idea is, in your own words. You will reference the appropriate authors and use quotes from the literature as appropriate.
- As well as explaining several of the key concepts of the theory, you will describe why this is of interest to you in your work context. The 'application' part of this section is where you will tell us why the idea feels relevant or helpful to your role and your work. It would be useful to give examples of how this theory has been applied in your practice context and any ideas about how it might have benefited your work had you known about it in the past.
- You can offer your own ideas and critiques of the theory you have described. Perhaps you could make a brief comparison with another theory you have learnt about, stating similarities and/or differences. Highlight what some of the challenges of this theory might be in the current context and consider whether the issues of power, difference and diversity are attended to in it. If they are not, what ideas do you have about how you can make this theory more relevant and inclusive in your work context?

## **Area 2 - Context:** marked out of 20

- Explain your role and the context in which you are using the theoretical idea you have chosen. How does the theoretical idea fit with the children and families you work with?
- Could you see it working differently if you were working in other areas of the organisation, or indeed in an entirely different context such as health rather than social care? How do the historical relationships the family have with social care influence the ways in which this theoretical idea might be used?
- How do the children and families you work hold different levels of power to you in your work context and how does this theoretical idea help/hinder in addressing this?

## **Area 3 - Therapeutic relationship:** marked out of 20

- In this section you will be discussing how the theoretical idea is likely to impact on relationships between you/the organisation and the children and families you work with. Examples of the difference it might make/has already made to the relationship you have with the family would be useful.
- Are there any ethical dilemmas in using this theoretical concept in a context where power is not shared equally between yourself and the children and families you work with? How is this discussed or evidenced in your relationship particularly when you are working in a statutory context where consent to work is not always required? How does this theoretical idea help you to consider the fit between your own Social Graces and those of the children and families you work with?
- Consider how you/your organisation could act differently if they were to make use of this theoretical idea and discuss how this might impact on the relationship the children and families might have with organisations such as social care.

## **Area 4 - Reflection on own learning and development:** marked out of 20

- Explain what it is about this theoretical idea that draws you to it. What ideas do you have about why you chose this idea over others? What is your subjective

view of this theory which might be separate and different to the way in which the original theorists offered it.

- How has your systemic training influenced your ideas and experiences, particularly with reference to the idea you have talked about in the assignment? What kind of difference do you think using this theoretical idea will make to you personally and to your work?
- Discuss which of your own social graces might have influenced you to be drawn to this theoretical concept. Which of your beliefs or family scripts might have had some part to play in your interest in it? What critiques do you have of this theoretical concept?

**Presentation:** marked out of 10

**Total:** marked out of 100

### **Assignment 2 – Critique of Written Assessment (Summative)**

**This assignment is due for submission after Day 11 of the course and will form 50% of your final grade**

Maximum 3000 words. Please include an accurate word count and statement of anonymity on the cover sheet of your assignment.

Assignment Outline:

- You are asked to choose an assessment you have completed in your current practice. You will need to anonymise the assessment by cutting and pasting the content into a plain word document without logos, real names or other identifiable references but retaining relevant section headings. You are then asked to critique this assessment using as a guide, some of the suggestions for each area below. What we are asking you to do, is to look back on your own work and see what the strengths are and how you might improve it using systemic theories and interventions.
- Consider each of the following three areas in turn and make sure you do this using sub-headings for each section: 1. Identification of risk and context setting,



2. Systemic social work formulation and intervention 3. Therapeutic relationship.

Identify the use of systemic theory that is evident in the report, or opportunities where a systemic theory may have offered a more helpful understanding of risk or ideas about intervention. It is sufficient to give one clear example in each of the areas. Ensure that the theory you refer to is explained in your own words and state how it would have enhanced the relevant area. Use in-text citations whenever you refer to a theory and include the relevant literature in your bibliography at the end of the assignment.

- This critique is to be followed by the final section, section 4. which requires you to offer a self-reflexive account of your learning. You are asked to outline how this assignment, and the process of reviewing the assessment in this way, will impact your future assessments. How has doing this exercise helped you to understand the way in which systemic ideas are applicable to your work? How will your written assessments be different in the future - give specific examples. Further guidance on writing the self- reflexive account is offered below.
- Tutor feedback and your grade is not awarded for the original assessment, but on how well you are able to reflect on it. You will be marked on your ability to describe the systemic theory if there was evidence that it had been used in the report, where systemic theory would have enhanced the assessment if it had been incorporated, and how you will take your learning forward as a result of your critique of it.

**Area 1: Identification of Risk and Context Setting:** marked out of 20

- When you read the assessment, ask yourself if the purpose and context of the assessment is clear. Either identify a systemic theory that helped to contextualise the referral, the risk that was described or the needs of the family. If you find that this was not evident, offer a suggestion about how a systemic idea might have assisted in contextualising the assessment.
- Example of something you might say in your assignment: *The assessment was accompanied by a genogram that was annotated in a way that helps to make sense of important family relationships and Social Graces as well as significant life cycle events.* Or, if this was not the case, explain your thoughts on how it might have assisted the reader if you had included these ideas.

- Identify how much the Social Graces are addressed in order to better understand how inequalities and power differentials may impact on people's lives, particularly in relation to the referral information. If you had not attended to this issue, say something about what difference it might have made if this had been an area that had been explored in your assessment.
- It may be useful to use the Domains of Action mode or Safe Uncertainty ideas to help understand if the assessment is overly certain about events and experiences, remains curious about different family members' positions and experiences or offers an appropriate balance of stated concerns and multiple possibilities.
- Highlight whether important family life cycle events which may be impacting the family are identified and help to contextualise the referral/risk information. If they had not been, offer your ideas about how inclusion of these might have changed your ideas of risk.
- How much was the historical relationship between social care and family understood, including taking into account what history tells us about what kind of help is most/least useful for the family and how they might be experiencing or anticipating your intervention? If this had been missed, make suggestions as to what you could have done differently and how you think this might have changed the outcome of the assessment.

**Area 2: Systemic Social Work Formulation and Intervention:** marked out of 20

- In preparing to critique this area, ask yourself if there is a well thought out systemic hypothesis informing the understanding of the family interactions. If you did offer a systemic hypothesis, how would you evaluate it now? Was it circular in its thinking and was it offered tentatively and curiously? Did your hypothesis include ideas about how beliefs, behaviours and relationships of various family members were influenced and being influenced by each other? Is the child's experience understood in the context of wider family *relationships* or have you offered a linear and single 'causal' explanation?

- If no hypothesis was offered in your assessment report, share your ideas about what kind of difference it might have made to your practice and your report if you *had* formulated one.
- You are asked to identify whether there were any systemic interventions used in your assessment. Say whether you think that the interventions followed logically from the way in which the family interactions are understood. On reading your assessment now, having completed some of your systemic training, what other interventions do you think might have worked more effectively and explain why you think this.
- Either identify a systemic theory that was used OR how state how a systemic idea might have assisted in understanding the family interactions. Explain the theory in your own words, cite references appropriately.

Examples include but are not limited to:

- Trans-generational scripts
- Structural family therapy
- Milan therapy - systemic hypothesising
- Coordinated Management of Meaning- multiple levels of context
- Social Constructionism
- Narrative Therapy

### **Area 3: Therapeutic Relationship:** marked out of 20

- Please cite and explain at least **one** systemic theory which does inform or could inform the way the report is written and the effect this report might have on your ability to create or maintain an effective therapeutic relationship with family members.

You might want to notice and explore:

- How your own Social Graces influenced how you made sense of the family and the areas you were more or less curious about.
- The extent to which you demonstrated neutrality or curiosity and in which aspects of the case you found it more or less difficult to do so.

- What you noticed about structure, hierarchies and boundaries in the system and how this impacted on the way the family responded to you
- The extent to which the report challenged or reinforced dominant discourses.
- The narratives being brought forth about individuals and how influential families were in shaping the narratives that appear in the report; or
- Any other systemic theory that helps you to understand the effect of writing about the family in the way you did.

**Area 4: Self-Reflexive Account:** marked out of 30

- What were the audiences or contextual forces influencing how you wrote the first assessment? If you had written the report for an alternative audience, how would you have written about this family in a different way?
- How has this process helped you to locate opportunities for systemic ideas in your social work practice? Do you notice any preferred hypotheses or interventions? How do you account for these preferences?
- Which aspects of writing assessments do you feel are the most challenging fit for systemic thinking?
- What beliefs influence this view you hold? Think about prior feedback or relationships with managers, children, parents, other professionals, your own social Graces? How does your relationship to certainty and risk impact how you are writing assessments?
- What do you think you will begin to change about the way you write assessments? Who will need to know about this change to support you and will there be any constraints or challenges in this?

**Presentation:** marked out of 10

**Total:** marked out of 100

### **Assignment 3 – Viva (Summative)**

**The viva will take place after the final day of teaching and form 50% of the final grade**

The panel for the viva will consist of Jennifer Summer (Head of Learning /Principal Tutor) and one other marker from Collective Space. The Head of Learning and the marker will not have taught on any of the foundation courses to ensure impartiality towards all students. The viva will take place online via zoom, and a final mark will be agreed by the panel members on the day. The viva will be recorded and a random selection of these will be moderated by our external examiner.

#### **The viva presentation:**

This will take place online and will last a maximum of 25 minutes - 15 minutes of which will be you presenting a family, and 10 minutes of which will be questions from the panel. You will see below, an outline of the areas you will need to attend to and *you are strongly advised to spend time practising how you will deliver this, and how you will manage to keep your presentation to 15 minutes, attending to as many of the learning objectives as possible.* You can bring with you some pre prepared notes to support you in presenting the case but you will be marked down (in the presentation section) if you read out a pre prepared script.

| <b>Structure of the viva</b>                                                                             | <b>Timing</b>        |
|----------------------------------------------------------------------------------------------------------|----------------------|
| Genogram (20%), risk and context setting (20%), systemic formulation (30%), reflection on learning (20%) | 15 minutes           |
| Questions from the panel relating to each of the above sections                                          | 10 minutes           |
| Presentation (10%)                                                                                       | Marked but not timed |

In your viva, you will be asked to present to the panel, a family you have worked with. Your presentation will be similar to how a practitioner with systemic training might share in a work context their work with children and families. Perhaps you could think about a context in which you would do this - it might be at a fostering panel, CP conference, a CIN meeting, to your manager or peers in supervision or at a professionals meeting. Your viva will give you an opportunity to showcase how you would offer a systemic formulation of your understanding of the family, their needs, possible risk and your work with them. You will need to show how systemic theory has influenced how you have come to understand the issues they are facing.

At the very start of the viva, you will make a statement of confidentiality confirming that you have anonymised the details of the family that you will be presenting.

**Genogram:** marked out of 20

You will bring with you a systemic three-generation genogram of the family in question. Make sure you present your genogram clearly and represent how people are connected correctly. Annotate your genogram with Social Graces, dated relevant life-cycle events, transgenerational relational patterns and households. Include on the genogram significant professionals/organisations including yourself as the practitioner involved with this family. Marks awarded in this section of your viva will be given both for the quality of the genogram you have mapped out and annotated, and for the way in which you outline and orient the panel to the family system that you are describing.

**Risk and context setting:** marked out of 20

During your presentation, you will need to offer a summary of the risk to child(ren), with some comments about the history of family involvement with social care, the family's relationship to help, where power lies in this system, your role in the organisation and the overall purpose of the work. You will also discuss how wider

contextual factors might impact the risk and what might influence the organisational responses to it.

When the panel ask questions at the end of your presentation, the questions that link to the risk and context setting may be similar to these:

- Describe how different people within the system are understanding risk and need for these children?
- Have the family had previous involvement with social care and how does this influence their relationship to help?

### **Systemic social work formulation:** marked out of 30

You will offer your systemic social work formulation during your presentation. What we are interested in hearing about in this section of the viva, is how your ideas about risk changed as you looked at them through a systemic lens. **You will provide two written hypotheses** which would have been submitted ahead of the viva. These will offer ideas of what beliefs/behaviours and relationships might be underpinning your ideas of the risk to the child(ren). After stating your hypotheses in the viva, you will share your ideas of interventions that followed *from just one of them* – whether these were interventions you tried with the family, or ones you now can think of with the benefit of hindsight and with some systemic training to consider. This is where you will use systemic theory to explain which model(s) and interventions you are drawing on from the training. You will notice that this section of your viva carries the heaviest weighting for marks, so in preparing your presentation, make sure you give sufficient attention to these ideas relating to systemic formulation and intervention.

When the panel ask questions at the end of your presentation, the questions that link to this section may be similar to these:

- How did you turn this hypothesis into an intervention, in other words what did you do with the family to test the hypothesis out?

- Can you give some examples of questions you might have asked the family in order to test your hypothesis out?
- What did you notice about how the family responded to your
- intervention(s) and what sense do you make of this?

**Reflection on learning and development:** marked out of 20:

During your viva, you are asked to reflect on the hypotheses you have chosen - you will be asked to consider what drew you to some of the ideas you were interested in over others. We would like to see you reflect upon which of your Social Graces and those of the family's might have influenced your ideas. How have you and the family understood the differences in power that are held in the different part of the system? You will need to say something about how your systemic training has influenced your development in your role and what differences you (and families) might see in your practice. You might want to consider what aspects of 'self' could you have thought more about, and why?

When the panel ask questions at the end of your presentation, the questions that link to this section may be similar to these:

- How has thinking about the Social Graces and issues of power made a difference to your work?
- Now that you have completed your systemic training what other ideas might you have considered in your work with the family?
- How will your training influence your work going forward?

**Presentation:** marked out of 10



You will be awarded an overall mark for your presentation of your viva. This includes attendance to the learning objectives of the assignment as well as clarity of your presentation.

**Total /100**

#### **Assignment 4 - Completed Portfolio**

This will include:

- Learning Log for entire course
- 20 hour Systemic Practice Log
- Assignment 1 with feedback
- Assignment 2 with feedback
- Assignment 3/viva with feedback
- A letter to your future self. You are asked to write an appreciative note about what you've learned while you have been on this systemic course, how you achieved this milestone and how you hope the ideas will still be impacting you in the future. Say something about what you imagine the challenges of continuing to use these new ideas will be and any strategies you can think of now that might be a useful reminder when momentum starts to fade or your context seems unwelcoming.

#### **Submitting assignments**

Assignments should be submitted electronically via Turnitin before the deadline date and time. Instructions for submission on to Turnitin will be sent via email separately. In exceptional circumstances, submission of assignments may be extended by up to three weeks. Requests for late submission must be received 3 days prior to the assignment deadline and must be signed off by the employer. Requests must be put in writing via email to [liz@collectivespace.org.uk](mailto:liz@collectivespace.org.uk)

Only one extension per course will be granted.

Further guidance on submitting assignments to Turnitin can be found on the Learning Platform.

## **Progression**

Progression requires an average of 50% on the summative assignments to achieve a 'Pass'. Students are also required to meet the 80% attendance requirements and submit a completed portfolio.

Students who achieve an average of 70% or more on the assignments will be awarded a 'Distinction'. To achieve Distinction, all elements of an assignment must achieve a 'Pass'. Students achieving an average between 60-69% will be awarded a 'Merit' and those achieving an average of 50-59% will be awarded a 'Pass'.

Portfolios will be reviewed and marked 'complete' and then returned to you. You are advised to keep your portfolios as evidence of learning, as they may be useful in seeking an assessment of prior learning for possible progression to an Intermediate Year in Systemic Practice with another institution.

## **The exam board and marking process**

Collective Space is committed to providing the highest quality training and to support this, an exam board meets several times a year to review all courses. The function of this board is to hold the organisation to account in respect of training standards, meeting AFT guidelines and ensuring that our systemic courses are relevant and meeting the needs of practitioners working in the challenging, current climate of social work. As well as continually reviewing all our courses and marking processes, the exam board also responds to individual student representations and is a place where decisions are made in respect of any queries or difficulties that might be raised by tutors or students.

In order to meet the requirements of our internal quality assurance framework and external moderation requirements, a minimum of 10% of assignments are double-marked to ensure consistency of marking across all of our courses. Double-marking

reports alongside the original student assignment, and the primary marker's numerical grade and feedback, are sent to the external moderator for review and all the grades from all courses are ratified at the exam board once they are completed.

The board consists of:

Liz Bosanquet – Director

Jennifer Summer – Head of Learning

Samantha Fern – Head of Practice

Philip Messent – External Examiner

Barbara Shore – Systemic Psychotherapist and critical friend

Linton Harper – Social Worker and Student Representative

We also have an Expert by Experience who attends the exam boards to offer a view of our training from an alternative perspective.

### **Grade appeal**

A random sample of assignments is selected for review by our External Examiner at the twice yearly exam board. The External Examiner will ensure that grading is consistent, well evidenced and offers sufficient feedback to enable further learning.

Students who are not satisfied with their grade, may appeal their grade by emailing their request for an appeal to [hello@collectivespace.org.uk](mailto:hello@collectivespace.org.uk). Appeals will be acknowledged within 3 working days and responded to within 3 weeks.

Grade appeals are referred to the External Examiner who can:

- Confirm the existing grade based on evidence provided
- Offer or request additional evidence and a new grade from the first examiner

- Request a third view from an additional tutor, which the External Examiner will then moderate alongside the original grade.

There is no appeal to the External Examiner's decision. However, students may register a complaint in relation to Collective Space Trainers not following its own procedure with respect to grade appeals which would be considered by the Director.

### **Course completion and deferral**

Students have two years to complete the course. Students who are unable to complete the course as set out in the timetable, may request a deferral to the programme Director. Requests should explain clearly the circumstances which have necessitated the need for this. Deferrals can be requested only once and may be granted for a duration of up to twelve months. The student must demonstrate that the deferral period will still enable them to complete the course including time to have all assignments assessed, within two years of commencing the course. No extensions will be granted beyond the deferral date. If the course is not completed by this date, the student will need to re-enrol on a new course.

### **A note on confidentiality**

This programme encourages the discussion and written exploration of active case material to help students apply the ideas to their current work context. As such, it is essential that students and tutors anonymise case material in all of their presentations and assignments. Real names should be changed and there should be no reference place identifiers (specific schools, hospitals, courts etc.). In written work, students should clearly indicate that names have been changed to protect confidentiality.

Assignments that disregard the confidentiality of family work will not be marked and will be returned to the student to anonymise. Genograms created on Local Authority

premises which are retained for use by the Local Authority are the responsibility of the student who should keep the document in accordance with the Local Authority's data protection guidance.

### **A note on copyright**

Students participating in training programmes delivered by Collective Space Trainers are reminded that copyright exists for this material. This digital copy has been made under the terms of a CLA license with the following conditions applying to students:

You may print one paper copy or retain one digital copy for your own use only for purposes of this course of study. You may retain your copy after the end of the course but only for your personal use. You may not manipulate your digital or print copy, by way of optical character recognition, morphing, colour or shade adjustment or otherwise.

Your copy may not be placed on the publicly accessible internet or be linked either directly or indirectly by hypertext links (or the link) to or from any external or third party website. Digital copies may not be stored in open resources (such as, but not limited to, electronic reserves, digital libraries or institutional repositories) to the extent that they are accessible to members of the public.

The author (which term includes artist and other visual creators) has moral rights in the work and neither staff nor students may cause, or permit, the distortion, mutilation or other modification of the work, or any other derogatory treatment of it, which would be prejudicial to the honour or reputation of the author.

### **A note on artificial intelligence AI**

Collective Space is mindful of the opportunities that some students might take in relation to reliance on Artificial Intelligence and plagiarism to increase their grades in written assignments. The digital world is advancing at a fast pace and has

sophisticated ways to potentially allow students to present written work that in effect is not their own. This means that those students who do not rely on these methods are disadvantaged in comparison. To address this issue, Collective Space stays abreast of developing technologies designed to identify use of AI, our markers are incredibly experienced and able to identify when written work is inconsistent and indicative of AI and we will work closely with students to stress the impotence of presenting their own work. In 2024 we also introduced a viva assignment which and we hope offers a more equitable platform in which all students can demonstrate their learning in an authentic way.

## **5. Learning support**

Learning support varies slightly depending on the offer of the commissioning organisation and also whether the training is taking place live/in person or via the online virtual platform. Students on all of our courses will have access to Collective Space e-resources. Our focus on e-resources is in line with our environmental policy on reducing the printing of paper wherever possible. It also ensures we can limit access to copyright material through secure login.

Prior to starting the course, students will receive an email from Collective Space inviting them to join our online Learning Platform. Please be mindful that sometimes this email may be blocked by Local Authority security and spam filtering systems.

The Learning Platform contains all the resources needed for the course, including:

- Electronic agreement of AFT code of ethics, copyright and equal opportunities policies.
- Course handbook.
- Course curriculum and a list of required readings.
- Guidance on electronic login for Turnitin.
- Digital copies of policies on complaints, data protection, safeguarding and whistleblowing.
- When available, videos of practice simulations, live sessions and sample case vivas (for online view not available for download).
- Presentations from tutors.

- Sample Systemic Practice Log.
- Academic Harvard referencing guide.
- Grading matrix for each assignment.

Collective Space advises Local Authorities on key texts to consider purchasing for their staff to have available on a sign-out basis so students will have access to their local social care department libraries. Students will also be signposted to their local university libraries or the British Library online collection as further resources to support their study.

Students on all courses have access to the course director who is the main point of contact for questions relating to course requirements, submitting assignments and distributing feedback from tutors.

The course director is also a main point of contact for all training enquiries from individuals, practitioners and Local Authorities and ensures a consistent and quick response to queries from application through to course completion. Students should email [hello@collectivespace.org.uk](mailto:hello@collectivespace.org.uk) in the first instance or call Liz Bosanquet on 07796094752 during core office hours: 9am-5pm Monday-Friday.

Some of the day-to-day issues that students might need support with include troubleshooting any log-in issues for the Learning Platform, signposting to Turnitin for any support in uploading assignments, and for requesting assignment extensions or flagging absence from a day of course teaching.

We ask students to identify any additional learning needs *prior* to course commencement so we can complete a learning support agreement, together with the employer. Learning support agreements are shared with tutors who hold main responsibility for the day to day offer of learning support. These agreements are reviewed during the course, with the tutor and student.

Students can access our website at [www.collectivespace.org.uk](http://www.collectivespace.org.uk) for full information on all Collective Space tutors and learning support staff including contact details.

## **6. Student and commissioning organisation feedback**

We have a robust Quality Assurance policy in place for training which outlines our commitment to developing a close connection with students and commissioning agencies throughout course development, delivery and evaluation. We report annually on the impact of our training programmes from the perspective of the families, students and commissioning agencies.

Students will be asked to complete an online Survey Monkey evaluation for each day of teaching, which invites feedback on course content, delivery, tutor's knowledge and ability to meet different learning styles, and the development of an environment that is conducive to learning. These are anonymous to allow for open and transparent feedback.

In addition to written feedback, tutors are expected to consult students throughout the teaching day and to adapt their delivery in response to oral feedback. Tutors may be observed or videoed at some point during the programme as part of our Quality Assurance process aimed at maintaining high standards. The purpose and use of video recordings will be explained on the day, and students' consent will be sought prior to the observation or video recording.

Collective Space will provide thematic feedback on areas of group strength and development to the commissioning organisation. However, we will record and report attendance, confirmation of assignment submission and whether students have passed or failed at the end of the course. Employers may request additional information and we would recommend students discuss these expectations, prior to commencing the course.

Collective Space has an Exam Board which meets twice annually to advise on course content, development and delivery. This board also looks at standards being achieved across each course, assignment and marking issues and individual appeals from students if they are not happy with their grades. We are keen for students to be represented on this panel and will seek volunteers when vacancies arise.



## **7. Complaints**

It is our aim to seek feedback regularly and in a variety of ways to enable students to shape the course content and delivery throughout the programme. We hope the feedback mechanisms noted above are able to address any concerns which arise and would expect that students make use of these forums in the first instance. If however, students, commissioning agencies or employers feel that their concerns have not been addressed through the above methods, please do contact us to register a complaint. Our full complaints policy is available as an e-resource on the Learning Platform

Email: [liz@collectivespace.org.uk](mailto:liz@collectivespace.org.uk)

## **8. Code of Ethics**

### **Introduction**

The purpose of the AFT Code of Ethics and Practice is to define general principles and to establish standards of professional conduct for psychotherapists in their work and to inform and protect members of the public who seek their services. The Code of Ethics and Practice should be read in conjunction with the AFT Rules of Conduct for Members and the AFT Procedures for Managing Breaches of the Rules of Conduct for Members.

**A.** The Association for Family Therapy and Systemic Practice (AFT) is the only organisation for family therapy and systemic practice that covers the whole of the United Kingdom. It has members from all the main health and social welfare professions, and seeks to improve the standards of professional practice with family and other systems by promoting family therapy ideas in practice, teaching,

supervision and research. A significant number of members of AFT are practicing as Family and Systemic Psychotherapists, Systemic Psychotherapists and Family Therapists to whom AFT provides the services of a professional body. AFT accredits family therapy training-courses at various levels in the United Kingdom.

**B.** AFT is a Member of the United Kingdom Council for Psychotherapy (UKCP), and is responsible for the registration of individual members with UKCP. In accordance with UKCP requirements, registered Family and Systemic Psychotherapists, Systemic Psychotherapists and Family Therapists are subject to UKCP's Central Complaints Procedures.

**C.** AFT is a member of the College for Family, Couple and Systemic Therapy (CFCST) of UKCP whose flag statement is: "Organisations within this College have in common an understanding that symptoms, problems and difficulties arise in the context of relationships, and are to be understood in terms of interactive and systemic processes. The main focus of intervention emerges from these patterns of interaction and the meanings given to them. Given this focus, the members may work with individuals, couples, families or parts of them, and other significant relationship networks."

**D.** Each UKCP Member Organisation is required to include and elaborate upon UKCP principles in its own Code of Ethics. The AFT Code of Ethics and Practice is accepted by UKCP.

**E.** The terms 'family therapy' 'systemic psychotherapy', and 'systemic practice' refer not only to systemic work by therapists and practitioners with families, but also to other

activities such as consultation, publication, research, supervision, training and a variety of direct forms of work with clients other than as part of a family.

**F.** The terms Family and Systemic Psychotherapist, Systemic Psychotherapist and Family Therapist refer to a person who has completed accredited qualifying-level training, and is registered with UKCP within the College of Couple, Family and Systemic Therapy.

The term systemic practitioner refers to a person who has completed training to intermediate level. For the sake of clarity, the generic term Member will be used throughout the Code to emphasise that the Code refers to all members of AFT whether they are Family and Systemic Psychotherapists, Systemic Psychotherapists, Family Therapists or systemic practitioners or any other person who is a member of AFT. See also paragraph 19.

**G.** All AFT members, whether registered with UKCP, another registration body or not registered in any capacity but who have been disciplined by their registering body or employer, convicted of a criminal offence or against whom successful civil proceedings have been brought in relation to their work, may be considered to have brought the Association into disrepute. The AFT Board may suspend or terminate their membership.

**H.** In addition to the ethical requirements of members in their relationships with families and individual clients, there are crucial contextual issues which they have to address in order to be effective in their work. These include:

**I.** Making satisfactory arrangements with their employing agencies, particularly when it comes to:

**a.** having a systemic approach accepted as a viable way of working, **b.** receiving adequate support and supervision, and **c.** being provided with at least the minimum facilities to practice as a Family and Systemic Psychotherapist.

**ii.** Promoting greater public awareness of issues to do with the emotional health of family life, and information about family therapy.

**iii.** Familiarising themselves with any local interagency procedures in relation to safeguarding and mental health.

## **Code of Ethics and Practice**

### **General Principles**

1. The purpose of family therapy and systemic practice is to promote greater well-being and/or understanding in those with whom members are concerned.
2. Members must promote the welfare of families and individuals. Relationships with clients must be based on honesty and integrity.
3. When faced with an ethical dilemma members should adopt the course of action which 'maximises the good' and does the 'least harm'. They should attach particular weight to the rights of the vulnerable and those with least power.
4. Members are required to refrain from any behaviour that may be detrimental to the profession, to colleagues or to trainees.
5. Members must not exercise negative discrimination in the selection of clients on the basis of age, gender, ability, race, sexual orientation, religion, social class, national origin or political affiliation.
6. Members should be aware of the particular needs of children and vulnerable adults and attend to issues of safety.
7. Members should adopt a culturally-sensitive stance to clients from ethnic minorities and should do what they can to make therapy accessible to clients whatever their finances, ability or language.

## **Contract**

8. There must be a clear and unambiguous agreement between members and client(s) regarding the work to be undertaken. The contract should include reference to the time place and frequency of sessions.
9. Before therapy begins, members should provide an appropriate explanation of the nature of the therapy being offered. If the work required is outside the member's skills base the client should be referred on to an appropriate resource.
10. Members in private practice must discuss financial arrangements before therapy begins. Fee arrangements must be clear and explicit.

**11.** Members must not accept payment from referrers, nor pay anyone a fee for referrals made. However the payment of fees for the provision of referral management and/or marketing services is permitted.

## **Relationships with Clients**

**12.** Members should maintain appropriate boundaries with their clients. This means they must take care not to exploit current or former clients in any way, whether financially, emotionally or sexually.

**13.** Sexual intimacy with clients is always unethical and any possibility of attraction should be discussed with the appropriate superior/supervisor and alternative therapy arrangements made. Sexual intimacy with former clients is prohibited for three years following the termination of therapy.

**14.** Members should not use relationships with clients to further personal, religious, political or other non-professional interests.

**15.** Therapy should continue only so long as it is beneficial to the client(s).

**16.** Financial transactions between members and clients, other than those relating to fees, are forbidden.

**17.** The use of violence against a client is forbidden, though the use of restraint and/or reasonable force within the law may be justified if the safety of any person present is threatened.

## **Qualifications**

**18.** Members must disclose their qualifications if requested, and must not claim to possess qualifications which they do not have. Membership of AFT should not be presented as a qualification. The titles of Family and Systemic Psychotherapist, Systemic Psychotherapist or Family Therapist should not be used unless the

practitioner has successfully completed accredited qualifying training and has registration with UKCP.

**19.** Advertisements should not make false claims and should clearly describe training undertaken, qualifications held, and services offered by the therapist.

## **Competence**

**20.** Members should operate only within the limits of their competence, and must cease to practice if that competence becomes impaired for any reason.

**21.** Qualification as a Family and Systemic Psychotherapist, Systemic Psychotherapist or Family Therapist affirms competence to practice independently. Family and Systemic Psychotherapists, Systemic Psychotherapists and Family Therapists are required, however, to maintain their ability to perform competently through continuing personal and professional development.

**22.** Members must ensure that they have made appropriate arrangements for supervision of and/or consultation to their practice, in accordance with the registration rules laid down by UKCP and AFT.

## **Confidentiality**

**23.** At the outset of therapy, members should clearly explain the confidential nature of their work to clients. All material and information passing between clients and therapist is confidential.

**24.** Confidential material may be disclosed to colleagues within the same agency without the client's consent where those colleagues are bound by rules of confidentiality. Examples would include case discussions, allocation meetings and supervision.

**25.** Members should inform clients that circumstances may arise when it is a matter of public or professional duty to break confidentiality. Situations involving self harm or actual or potential risk of harm to family members or others would constitute such

circumstances. If possible, it is advisable to gain client consent before breaking confidentiality.

### **Notes, Records, Use of Video and Audio Tape**

Records need to be maintained, kept up to date and stored safely in accordance with the policy and procedures of the employing agency and that policy explained to clients. Independent practitioners' records should conform with this Code of Ethics and Practice. Client access to records should be discussed with clients.

**26.** Permission must always be obtained from clients before audio or videotape recordings are made of a therapy session. The uses to which such recordings may be put must be fully specified. Specific consent must be obtained from clients to use tapes in research or teaching.

**27.** Specific consent forms must be signed by each client, including children where appropriate, and only in exceptional circumstances should parental permission overrule the wishes of a child. It is not sufficient to record consent on audio or videotape.

**28.** Members should clarify with clients how long tapes can be held. Recordings must be erased after the time agreed with clients, unless further consent is obtained.

**29.** Any personal data stored in any form, including electronically, must be completely safe and confidential, in accordance with current legislation. Members should familiarise themselves with these requirements and those maintaining electronic records will need to be registered with the Information Commissioner's Office (ICO) under the Data Protection Act (1998). Records should be retained for a minimum of 7 years after the termination of therapy.

### **Wider Context of Therapy**

**30.** Members are advised to gain consent from clients before contacting general practitioners and other professional agencies in situations where this is appropriate.

**31.** Members must inform clients if their professional role also involves responsibility to take statutory action (e.g. under the mental health act or child protection legislation).

**32.** Some members have more than one professional qualification. These members should make it clear to clients in which professional roles they are practising, in order to avoid any conflict of interests.

**33.** Members have a duty to recognise, protect and promote the particular rights and needs of all individuals in families. This may sometimes include responding to requests for individuals to be seen separately.

### **Fitness to Practise**

**34.** Members are responsible for addressing any current limitations, such as factors in their personal background, and mental or physical ill-health, which affect their ability to practise competently.

**35.** Members should not practise when under the influence of alcohol, or drugs that are likely to affect their judgment, or when impaired by illness, psychological distress or infirmity.

**36.** Members should take appropriate action if they are concerned about a colleague's behaviour or fitness to practise. This could include initiating the relevant complaint and disciplinary procedures.

### **Professional Executors**

**37.** Members should make provision for the appropriate care of their clients in the event of sudden illness or death by naming a colleague or colleagues who should be kept up to date with names and addresses of current clients. Such colleagues would also be responsible for administering the professional estate of a therapist who dies suddenly, in accordance with AFT's Guidelines for Professional Executors.

### **Professional Indemnity Insurance**



**38.** Members registered and practising as systemic psychotherapists must ensure that their professional work is adequately covered by appropriate indemnity arrangements against possible claims for damages for negligence, malpractice or accidental injury, whether in private practice or in work undertaken for an employer. Members must never assume that someone else is holding this responsibility.

### **Research and Publication**

**39.** Members who undertake clinical research must comply with the requirements of their Local Research Ethics Committee and their employer's Governance procedures, and must gain fully informed consent from clients who participate.

**40.** Members are advised to seek consent from clients before using clinical material in any publication. Care should be taken to ensure that any material used in publications or in lectures, seminars and workshops is presented in such a way as to protect a client's anonymity.

### **Relationships with Colleagues, Trainees and Junior Staff**

**41.** Members must address ethical issues in training and supervision and should ensure that all students, trainees and junior staff for whom they are responsible, maintain an appropriate ethical standard in their practice.

**42.** Members who engage in personal relationships with students, trainees or colleagues must ensure that such relationships do not compromise their effectiveness as therapist, consultant or trainer, or interfere with the standard of service offered to clients.

**43.** Sexual intimacy between supervisors/trainers and trainees should be actively discouraged for the duration of the course and any possibility of attraction should be discussed with the appropriate superior (e.g. head of department) and alternative training arrangements made.

## **Working with the Media**

**44.** Members who work with the media, for instance in making TV programmes, are required to adhere to the same ethical guidelines that would apply to clients in other contexts. They should examine their personal motivation for taking part and keep participants' needs at the centre of their concern, with a particular focus on the needs of children and vulnerable individuals. They should also consider the impact on their current clients. They should not get involved if the topic is outside their area of expertise – see AFT Guidelines for Working with the Media and TV.

## **Complaints and Disciplinary Procedures**

**45.** Members must inform AFT in writing of any potential conviction, order, finding or suspension which may entitle the Association to take action under the AFT Rules of Conduct for Members. AFT should be notified of the progress and outcome of such proceedings.

**46.** Anyone who has any concerns about the ethical conduct of an AFT member should bring this to the attention of the member's employer, registering body or professional body. AFT does not have a complaints procedure.

Statement by Ethics Committee. Please note that these are general principles. This is not a complete list of all the actions and prohibitions involved with being a family therapist and any act that brings the association into disrepute will be dealt with individually in an ethical manner.

These can also be found online: <http://www.aft.org.uk/SpringboardWebApp/userfiles/aft/file/Ethics/codeofethicsnew2016.pdf>