

Course Specification

Postgraduate
Diploma Play
Therapy

Course Code: DAPAC

2020/21

Postgraduate Diploma Play Therapy

Delivered by the Academy of Play and Child Psychotherapy (APAC)

Material Information Summary for Postgraduate Applicants

Confirmed at July 2019

General Information

Award

Postgraduate Diploma Play Therapy

Validated for delivery by the Academy of Play and Child Psychotherapy

<https://apac.org.uk/>

Contained Awards

Postgraduate Diploma Play Studies for students who commence from September 2021

Postgraduate Diploma Play Therapy Studies *for students who commenced prior to September 2021*

Awarding Body

Leeds Beckett University

Level of Qualification & Credits

Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at level 7 of the Higher Education Credit Framework for England.

Course Lengths and Standard

Timescales

Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below:

- 2 years part-time

Location of Delivery

The course is delivered at multiple venues. Please check the APAC website for delivery dates at each venue at www.apac.org.uk or at www.playtherapy.org.uk

Course Fees

See information provided by APAC.

Timetable Information

This will be provided by APAC.

Policies, Standards and Regulations www.leedsbeckett.ac.uk/public-information

The course follows the Academic Principles and Regulations except where noted below. The course is subject to the University's Fitness to Practise Policy & Procedure:

<http://www.leedsbeckett.ac.uk/public-information/student-regulations/>

Contained award: For students who do not pass the placement and who achieve 60 L7 credits, there is a contained award 'PG Diploma Play Studies'. This contained award defines no clinical competence. For students who commenced prior to September 2020, the title is 'PG Certificate Play Therapy Studies'.

Attendance requirements: There is an 85% minimum attendance requirement noted in the modules in order to meet professional body requirements. Students must not miss a part of any theme (major subject area) of a module, as each theme is a crucial part of the set of competencies required by PTUK for professional accreditation.

Assessments: All components of assessments and modules must be passed to achieve the award to meet the requirements of the professional body.

Your Key Contacts

The courses are delivered by APAC who will deal directly with any problems and day to day enquiries regarding course delivery, management, organisation and expectations. Leeds Beckett University provides services to support students and quality controls the course.

APAC

Programme Director Monika Jephcott, mokijep@maiemail.com

Course Administration team

Director of Operations Jennie Field, contact@apac.org.uk

Portfolio/Marking Nancy McIntosh, contact@apac.org.uk

Course Administrator Szilvia Kamerda, contact@apac.org.uk

Leeds Beckett

Course Administrator Elaine Sadd, e.sadd@leedsbeckett.ac.uk

Link Tutor Professor Fraser Brown, f.brown@leedsbeckett.ac.uk

Work Placement Information

Summary: Clinical work is an essential component of the course with a 100 hours requirement. Clinical supervision is mandatory at a ratio of one hour for every six hours of practice. Clinical work is practised in a placement which may be in the student's current job. Clinical Supervisors have to conform with PTUK standards and APAC's requirements for the course. Students have to ensure that their employers or placement organisations agree to an appropriate contract. The main setting for clinical work is primary schools but may also be in special needs schools, nursery schools, primary health care, CAMHS teams, other social work, hospitals, care homes, adoption and foster care services.

Length: The length of the placement is required for a minimum of 18 months to complete the clinical course requirements working with children with severe problems. This means that in general clients are seen for a minimum of a year. This typically entails six clients a week maximum. Each session will take 60 minutes of which 40 minutes are spent counselling the client and 20 minutes in self-reflection, personal processing, record-keeping and restoring the room for the next client.

Location: Student choice with APAC's overview.

Professional Accreditation or Recognition Associated with the Course

Professional Bodies: Play Therapy UK (PTUK) and Play Therapy International PTI).

Accreditation/ Recognition Summary: As this course is accredited by the professional organisations PTUK and PTI, students are required to be either Trainee or Certified Practitioner in Therapeutic Play Skills members of PTUK's Register of Play and Creative Arts Therapists, accredited by the Professional Standards Authority (PSA). This is to ensure that they observe the Ethical Framework and comply with the standards necessary for the protection of the public.

Once successfully completed both the academic and clinical work, students may upgrade from Certified Practitioner in Therapeutic Play Skills to the Certified Play Therapist grade/ occupation. The register provides further career path opportunities. The professional award by PTUK is 'Certified Play Therapist'. Successful students will receive a Certificate of Practice from Play Therapy UK and the Register grade of 'Certified Play Therapist'.

Course Overview

Aims

The aims of the PG Certificate and the PG Diploma are:

- To provide an opportunity for graduates with relevant professional qualifications and for experienced practitioners to study play therapy from both non-directive (PG Certificate) and directive perspectives (PG Diploma) at an advanced level, fostering the knowledge and skills necessary to challenge boundaries at the forefront of the discipline and meet the requirements of Government regulation.
- To develop creative and reflective practitioners of play therapy who are able to critically evaluate current research and practice.
- To enable practitioners of play therapy to contribute to the further development of their profession through supplying practice-based evidence data.
- To enable the participants to study and explore the field of play therapy in a way that meaningfully incorporates the therapeutic perspective into other types of work with a wider client group.
- To provide a Master's level programme that fills the need for a genuinely integrative approach to play therapy.
- To ensure that they work according to ethical principles and within statutory requirements including the Data Protection Act 2018.
- To provide the participants with sufficient skills to obtain work as professional Play Therapy practitioners.

Course Learning Outcomes

At the end of the course, students will be able to:

- Develop personal perspectives in the field of play therapy for working with groups of children.
- Put into safe and effective practice the competences required for helping children with social, emotional, behaviour and mental health problems for working with individual and groups of children who have any severity of problems.
- Apply the techniques learnt, to meet the standards required for a Registrant at the Certified Play Therapist grade/occupation on the Register of Play and Creative Arts Therapists, accredited by the

Professional Standards Authority, by practising in a safe and effective way using clinical supervision and clinical governance principles.

- Gain a greater insight into themselves as practitioners with a wider client base, making informed judgements about current developments in play and creative arts therapies, and apply these in practice and be able to communicate these to specialist and non-specialist audiences.
- Critically analyse and make informed judgements about current developments in play and creative arts therapies, apply these in practice and communicate these to specialist and non-specialist audiences.
- Develop personal skills for learning and self-management to pass the course and cultivate the skills which are necessary for success in fulfilling the course aims and learning outcomes. These skills enable students to develop the personal and professional qualities which integrate their studies and research and facilitate the transfer of skills into other personal and professional environments, and include: personal responsibility (ethical awareness, active participation, accountability); self-direction (a reflective, questioning, proactive attitude, taking initiatives based on curiosity; communication at different levels to different audiences, as appropriate; and the IT skills to search for knowledge and evidence, produce documents, charts, statistics, keep and manage confidential records and communicate with others.

Teaching and Learning Activities

Summary

The key concepts that our students need to understand and internalise on the programme are:

- The application of the core theoretical integrative holistic approach. This is the key to safe and effective practice.
- The Spectrum of Needs and the Play Therapy continuum, key to the integration of their work with other professionals.
- The Axline principles and the PTUK Ethical framework to ensure safe practice.
- The principles of efficacy, effectiveness and efficiency to be able to interpret research in the context of play therapy and communicate it to other professionals.
- Child protection, risk management and data protection requirements to protect the children.
- Child development stages to understand the appropriateness of an intervention and therapeutic medium.
- The application of attachment theory.
- The principles of clinical governance and clinical audit to quality assure work and identify areas for self-improvement.
- The dynamics of therapeutic group work to avoid chaotic practice.
- The adoption of a therapeutic decision-making framework to maintain safe practice but increase effectiveness and efficiency of practice.
- The use of IT for essential play therapy clinical records management.

The learning methods have a large proportion of experiential work. Students are guided to distinguish between what principles may be used in practice with the children and which are to identify psychological issues within themselves that will lead to unsafe practice and suboptimal clinical work.

There is progression throughout the programme. This starts with the PG Certificate modules, where fundamental skills are acquired for working with individual children who have slight to moderate problems. It continues in the PG Diploma modules in which skills for working with groups of children and those with

more severe problems are provided. In the MA, the students create and interpret new practice-based methods to extend the knowledge base of the profession.

Students develop their own cohort-based network and also join PTUK local support groups which include experienced practitioners.

A number of exercises involve presentations both by individual and small groups of students to the whole cohort. Each student has to give a presentation to an external audience. These enable the students to gain professional confidence and celebrate their achievements.

The Programme Director and many of the Course Directors have delivered the programme in Europe, Africa, Asia and Australasia enabling course materials and activities to reflect a range of cultural perspectives and practices.

Students who display concerns about fitness to practise are mandated to undertake personal therapy using the creative arts. The therapist is required to send a report to the Course Director confirming the fitness to practise before the trainee is allowed to work with children.

Students are given a self-scored Learning Style Inventory questionnaire which obtains reliable measures of the four Jungian psychological/learning dimensions. This has assisted Course Directors and Clinical Supervisors as well as the students to take account of different learning preferences and learning styles.

Your Modules

This information is correct for students progressing through the course within standard timescales. Details of module delivery will be provided in your timetable.

Level 7 Core Modules

- Working Therapeutically With Groups of Children - developing metaphorical play skills at an advanced level
- Therapeutic Decision Taking, developing skills for working with more severe problems
- Integrating the Therapeutic Tool-Kit with Practice and Research

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard module equates to 200 notional learning hours, comprising teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students will be assessed through coursework and a portfolio.

Workload

Overall Workload for the Course	Hours
Teaching, Learning and Assessment	66
Independent Study	347
Placement	187

Learning Support

Academic of Play and Child Psychotherapy support

Academic

Academic support is provided by APAC by means of:

- Daily group review sessions
- Feedback on formative assignments
- Individually requested support sessions
- Requests arising from the responses to theme questionnaires

Emotional support

Emotional support is integral to all experiential exercises. All facilitators through their training, their specialities in practice and their own continuing clinical supervision have experience with the issues that arise during the training. This allows them to hold these issues in a group as well as individually.

Career development

APAC believes strongly that it has a responsibility to support trainees to obtain work, based upon their training, through their own efforts. Career development support is provided by means of:

- Personal guidance on obtaining a placement to develop their professional skills.
- A master PowerPoint presentation that can be adapted to promote the profession and the student's own skills and experience to obtain work.
- Job prospecting, CV and interview guidance through individual personal advice.

Records management system

Students are trained in the use of the specialised records management system needed for academic and clinical assessment, annual re-accreditation for the Register of Play and Creative Arts Therapists and practice management purposes as recommended by the professional organisation PTUK. The system (Caerus) is designed to help users to meet the requirements of the Data Protection Act (2018) including General Data Protection Regulation in an efficient way. It also provides users with an effective way of defending complaints. The use of the system is supported by the Professional Standards Authority. The software is supplied free of charge. Trainees are required to have their own PC laptops that can run Microsoft Office 32-bit version.

Leeds Beckett support

Students on the course are registered students of Leeds Beckett and are entitled to access appropriate academic and pastoral support from the University. There is a University-based Course Administrator for help and guidance, and further support can be provided by the Student Experience team in the Student Hub

(StudentHub@leedsbeckett.ac.uk). Services include a counselling service, financial advice, disability support services and the Students' Union support services, all accessed through the Student Hub.

The University's Virtual Learning Environment, MyBeckett, provides a range of online facilities and tools to support staff and students in the provision of flexible online learning and communication. Within MyBeckett there are two tabs (Support and Opportunities) for online information and resources. The Support tab gives access to details of services available to give academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support and Wellbeing. There is also an A-Z of Support Services, and access to online appointments/ registration. The Opportunities tab is the place to explore the options for jobs, work placements, volunteering, and a wide range of other opportunities, for example, how to get help with CVs, prepare for an interview, get a part-time job or voluntary role, or take part in an international project.

Students can register for the Library's off-site facilities. Offsite gives library and 24/7 IT support to Distance Learners and students based off-campus.

http://libguides.leedsbeckett.ac.uk/using_the_library/distance_learners_offsite