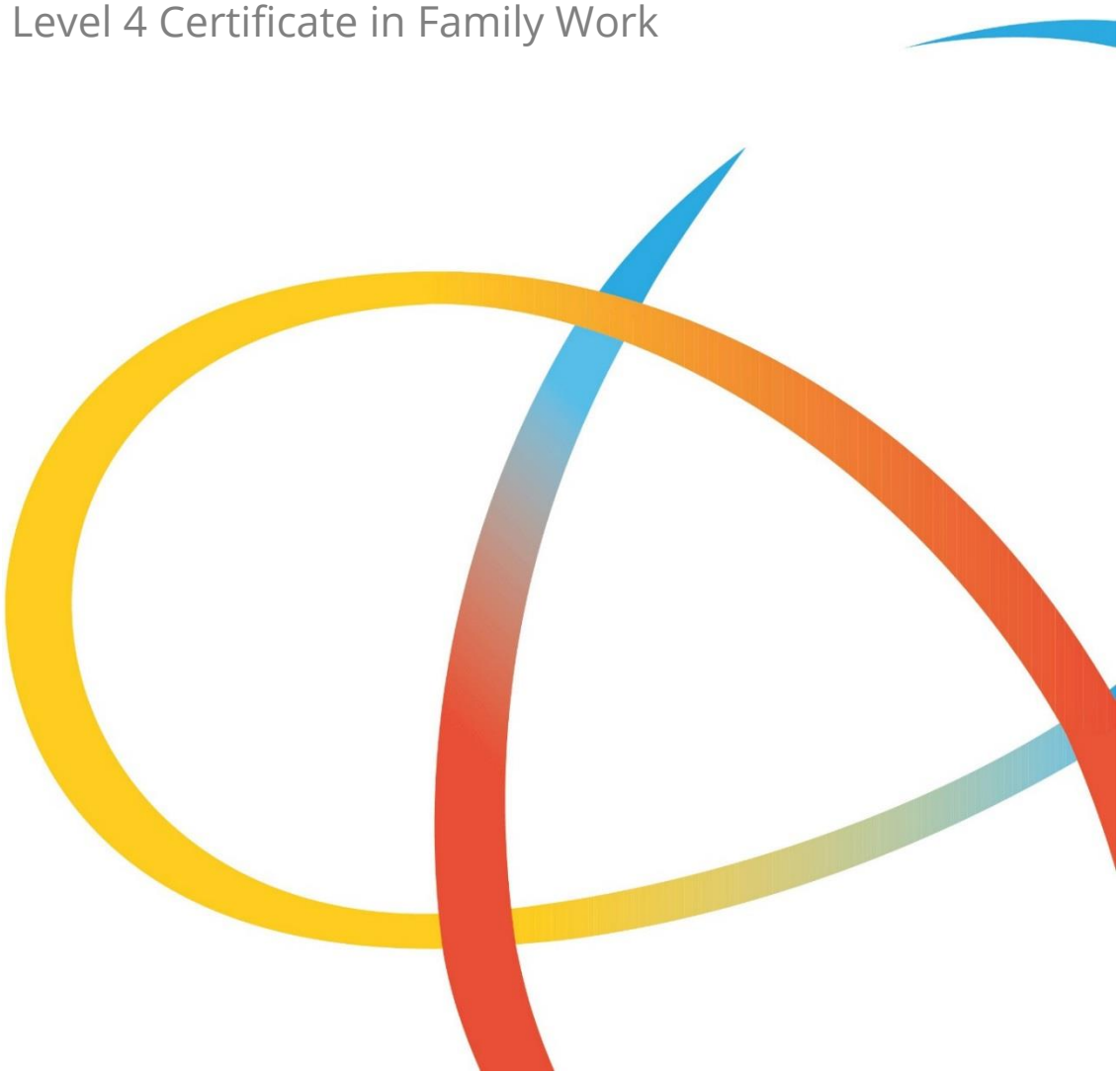
Crossfields Institute

Qualification Specification

Level 4 Certificate in Family Work



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Qualification reference number: 610/7564/4

Crossfields Institute Level 4 Certificate in Family Work

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Version history

Version 1.0	Launched May 2020, withdrawn December 2024.
Version 2.0	Launched June 2026 with amended learning outcomes.

Introduction

The following Ofqual regulated qualifications are included in this specification:

- Crossfields Institute Level 4 Certificate in Family Work

About Crossfields Institute

Crossfields Institute is an awarding organisation specialising in holistic and integrative education and research. The Institute develops specialist qualifications which aim to support the development of autonomous learners with the intellectual rigour, practical skills, social responsibility and ability to think creatively and act decisively.

Guide to the Specification

We aim to support centres in providing a high quality educational experience. We also believe that for learners to get the most out of these qualifications they should be encouraged to be autonomous and responsible in their approach to their studies. A clear, accessible qualification specification is key to this. This specification gives details about the qualification, explains how it is assessed and outlines important policies which support its delivery. It is an essential document for learners, centres and assessors, and has been written with all these audiences in mind.

The specification should be used as a reference source both before and during delivery of the qualification, and also signposts where further advice and support may be found.

Key Facts

Qualification Titles	Crossfields Institute Level 4 Certificate in Family Work
Qualification Number	610/7564/4
Rules of Combination	7 mandatory units
Total Qualification Time	130 hours
Guided Learning Hours	56 hours
Credits	14
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	18 months
Developed by	The qualification has been developed by Crossfields Institute with subject specific expertise provided by Novalis Trust

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Section 1
About this Qualification

1.1 Qualification Objective and Rationale

This Crossfields Institute Level 4 Certificate in Family Work has the following objectives:

- Preparing learners to progress to a qualification at a higher level
- Preparing learners for employment
- Supporting a role in the workplace
- Giving learners personal growth and engagement in learning

It aims to equip learners with a theoretical and practical understanding of Family Work in a care setting. Possible benefits for learners of completing this qualification include:

- familiarises learners with foundational principles of family work, its core theoretical concepts and how these can be applied in a care setting
- offers experiential and interactive group learning that relate family care theory to care practice
- supports learners to explore new ideas and focus on transferring their learning to practice
- enables learners to demonstrate that their practice reflects best practice in Family Work and meets regulatory requirements
- prepares learners to progress to a higher qualification and develop their career in practice areas related to care

Learners may develop their interpersonal skills such as communication, relational, reflective and creative skills. These can also benefit their self-confidence and holistic well-being.

The qualification also supports organisations in ensuring their staff are offering the most appropriate, effective care to the individuals in their care.

Rationale

This qualification introduces learners to the key knowledge, understanding and skills involved in Family Work: what it looks like and why it is a vital part of caring for children, young people and adults with life histories of loss or separation from family members, attachment disruption or other relational ruptures, and/or developmental trauma.

Undertaking Family Work with people who live in a Residential Care setting promotes positive relational health for them and their respective friends and families and significant others. The qualification promotes the principle that relationships are the "Delivery System" for care and the belief that developing relational skills and capacities of educational, clinical, support and social care staff will improve and enhance positive outcomes for children, young people and adults.

The qualification provides the basis for understanding how relational health can be undermined and negatively impacted by losses, separations and attachment disruptions – the ramifications of developmental trauma. It also develops knowledge and understanding of how working with families and in particular Family Work can lead to repair and healing in relationships, develop the foundation for greater trust, and improve outcomes for children, young people, adults and their carers.

Note: A Glossary of specialist terms used is included in Appendix 1

1.2 Overview of knowledge, understanding and skills

This qualification is designed for learners who wish to gain a deeper understanding of how family work can be applied in a residential care setting, in order to inform their professional practice.

The qualification consists of 7 units, all of which are mandatory.

1: Introduction to Family Work
This unit provides an introduction and overview of some of the key concepts of Family Work and explores the historical influences on the development of this form of therapeutic intervention and how it benefits individuals in a residential school and/or care setting.

2: Systems Theory and Development
This unit introduces the foundations of systems theory and its application to family systems to provide an exploration of thinking systemically and how this is central to the practice of Family Work. The unit also introduces key concepts of development and the use of relationship tools in working with family cases.

3: The relationship between attachment and working with families
This unit introduces learners to the concept of Attachment Psychology and the unique contribution this has made in the evolution of psychological theories. Learners will develop an understanding of what attachment is, how it contributes to development of the individual and the family and why it is essential to understanding the nature of relationship.

4: Theoretical Frameworks in Family Therapy
This unit introduces learners to models of Family Therapy and the elements of theory, concepts and practical applications that have been integrated into the formulation of Family Work. Learners will understand how the theories contribute to our understanding of how family systems function, what happens when individual and/or family development is derailed or disrupted, and how we can apply that knowledge to

working with families to improve relational health and change young people's developmental trajectories. Learners will be expected to apply their knowledge of theory to the family case they have been assigned.

5: Tools of the trade
This unit aims to familiarise learners with the use of framing tools. Learners will explore the concepts on which the tools are based, and the power of these tools to shape thinking and perspective about families. Learners will engage in experiential exercises to develop their knowledge and skills in the use of these tools. Learners will be expected to apply knowledge of the Genogram, Timeline and Eco-Map to their family case.

6: Putting it all together
In this unit, learners will apply the knowledge, understanding and skills gained from the previous units to integrate the principles, concepts and language of Family Work. Learners will develop their critical thinking and develop collaborative relationships with colleagues and families.

7: Procedures and practices in Family Work
This unit provides learners with the skills and practice tools for any level of family work in a range of settings, from family contact, to family engagement to family therapy. Learners will be able to design a plan and apply knowledge and skills from previous units in their Family Work practice.

1.3 Rules of Combination

All units are at level 4 and are mandatory.

Total Qualification Time

The total qualification time is 130 hours.

Some of the TQT is guided learning hours (GLH) i.e. face-to-face delivery time. The amount of GLH allocated to each unit is specified in the unit descriptors. Learners should bear in mind that these hours are given for guidance only and the amount of time required by individual learners will vary.

Learners also need to be aware that all units require the learner to be engaged in additional independent learning hours (ILH) to support their progress through the unit and for the preparation of work for assessment.

Total Qualification Time (TQT) is the sum of GLH and ILH and represents the total amount of time a learner may take to complete each unit.

1.4 Requirements for real work environments

Learners are expected to either be employed in a residential care/education setting or related context or should volunteer for a minimum of 200 hours in a similar setting.

1.5 Progression opportunities

This qualification prepares learners to:

- Progress to further training and qualifications in related disciplines
- Find employment in a range of educational and care settings.
- Support people in their existing role in the workplace, both with regards to further developing their own practice and demonstrating their commitment to supporting high quality practice

1.6 Delivery requirements

Centres can offer the qualification using whatever modes of delivery meet their learners' needs. This could include full-time or part-time or a combination of these in blended delivery. Whatever delivery methods are used, centres must ensure that learners have sufficient access to the resources identified in the specification and to appropriately qualified subject specialists delivering the units.

A full explanation of the delivery requirements for these qualifications is included in section three.

Learners should be assigned the case of a family whose child, young person or adult is currently on placement within the particular organisation's setting (with whom they are familiar). This case will be the learner's experiential "learning focus" throughout the course: as theory, concepts, tools and procedures of practice are introduced, learners will apply what they learn to their particular Family Case.

Learners are expected to keep a Reflective Journal throughout the delivery of the qualification.

Trainers will use an "Active" case to provide illustrations and examples of theory, concepts and principles throughout the course.

Learners will participate in exercises designed to anchor theoretical learning in "Felt Experience" throughout the course. A key principle is the active experience of learning with a focus on Practice Based Evidence alongside more traditional Evidence Based Practices and Theoretical Concepts.

Learners will participate in a "Study Group" designed to foster understanding of the didactic material, practice new ways of seeing and thinking, develop confidence and creativity, and provide support for staying up to date with contemporary ideas in research practice and the academic field.

1.7 Assessment overview

Assessment is an ongoing process that is initiated in the earliest stages of the qualification and recorded in a portfolio of evidence. At the core of the process are written assignments or presentations and reflective practice. Formal assessment may be supported by peer observation or feedback as witness testimony.

The portfolio of evidence may include feedback from an assessor, a learning journal, written assignments, recordings of presentations, work products, reflective accounts and witness testimony.

Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

For more information on the use and misuse of AI in assessment, please see CFI's corresponding policy.

1.8 Levels of Attainment

This qualification is published on the Ofqual register under the Regulated Qualifications Framework (RQF) as a level 4 qualification (EQF level 5). Unit learning outcomes are designed to fit this level. Work is assessed for the qualification against this level descriptor throughout the qualification.

Level descriptors from the Ofqual Handbook: General Conditions of Recognition (updated June 2023[1]):

Knowledge Descriptor (the holder …)	Skills Descriptor (the holder can…)
Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.

1.9 Expectations of Learners

The entry requirements for learners

- Applicants must be at least 18 years of age
- Applicants are expected to have a good level of written and spoken English. Applicants for whom English is not their first language must be able to demonstrate that they are able to meet the requirements of this qualification. Applicants may be asked to have a verbal interview and complete a written assignment as part of a process to ascertain whether their English level will enable them to meet the demands of this qualification

[1] https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors

- Learners are expected to have completed their organisation's / local authority's safeguarding training
- Learners must follow their organisation's policy and procedures during the course of this qualification, especially Data Protection, GDPR and Confidentiality and Obtaining Consent policies and procedures.

Centres must follow their access and recruitment policies, in accordance with Crossfields Institute's requirements, to ensure equality and diversity in recruitment for this qualification.

1.10 Requirements for Centres

To offer these qualifications, centres must be approved by Crossfields Institute. For more information about these processes, please contact us via email on info@cfiawarding.com or phone 01453 702039.

In order to be approved to offer these qualifications, centres must have:

- Appropriately qualified and suitably experienced staff
- A suitable learning environment that is conducive to group work within a workshop format and which is accessible for all learners
- Be able to facilitate practical work experience, in an appropriate work setting, that will allow learners to successfully complete the course

1.11 Role of the Centre and Crossfields Institute

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with. The handbook also explains a range of mandatory policies which are listed in section five.

If you have any queries or concerns about this qualification, or if you would like to suggest improvements to this specification or the qualification itself, please contact us by email at info@cfiawarding.com or phone 01453 702039.

Section 2 Units

2.1 Unit List

	Ofqual code	Guided learning hours (GLH)	Total qualification time (TQT)	Credits
1: Introduction to Family Work	A/618/1015	8	18	2
2: Systems Theory and Development	F/618/1016	8	18	2
3: The relationship between attachment and working with families	T/618/1028	8	18	2
4: Theoretical Frameworks in Family Therapy	A/618/1029	8	18	2
5: Tools of the trade	M/618/1030	8	18	2
6: Putting it all together	T/618/1031	8	18	2
7: Procedures and practices in Family Work	A/618/1032	8	22	2
Qualification totals		**56**	**130**	**14**

2.2 Guide to the Units

These qualifications are split into units, which specify what knowledge and skills the learner must demonstrate in their assessments. Each unit covers one area of the qualification and includes:

Unit Code	a unique code assigned by the regulator
Unit Level	gives the level of demand placed upon learners in line with level descriptors published by the regulator
Unit Aim	explains what is covered in the unit and how it contributes to the learners' learning journey
Total Qualification Time (TQT)	total hours required to complete the unit – including independent study and assessment
Guided Learning Hours (GLH)	total hours of face to face time, which can include classroom work, lectures, seminars, mentoring, and tutor facilitated webinars
Learning Outcomes	Tell learners what they will know, understand and be able to do upon completion of the unit

When assessing learning outcomes, it is important to take note of the language used. In particular, the verbs have been selected to provide a clear indication of what is expected of the learners. For example, being asked to 'explain' a concept is very different from being asked to 'evaluate' an approach. Further information about verb usage is available from Crossfields Institute.

Unit 1 – Introduction to Family Work

Aims and Rationale

This unit provides an introduction and overview of some of the key concepts of Family Work. Learners will develop an understanding of the historical influences on the development of this form of therapeutic intervention and will be able to explain how Family Work benefits individuals in a residential school and/or care setting.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	18	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

1.1	Explain how family work is used and implemented in the setting in which you work
1.2	Explain how individuals in a residential setting might benefit from Family Work
1.3	Analyse the distinction between individual psychotherapy and Family Work
1.4	Summarise key historical influences in the development of Family Work

Indicative Content

Defining Family Work

Definition of Family Work and how it is used and implemented in the residential school and/or care setting.

How Family Work extends and enhances therapeutic modalities already being employed.

Distinctions between individual psychotherapy and treatment grounded in working with family relationships.

Concepts and practice in Family Work

Forms of family contact, what each can mean and how it might be beneficial to the individual.

Concepts of permanency – enduring, consistent, reliable relationships – and reunification – meaningful and mutually beneficial reconnection with whosoever constitutes family.

Historical influences

Key historical influences on the development of Family Work, including:

- General System Theory – Ludwig von Bertalanffy
- Ecological Systems Theory – Urie Bronfenbrenner
- The Structure of Scientific Revolutions (Paradigms) – Thomas Kuhn
- I and Thou – Martin Buber

Unit 2 – Systems Theory and Development

Aims and Rationale

This unit introduces the learner to the foundations of systems theory and its application to family systems.

Learners will develop an understanding of thinking systemically and how this is central to the practice of Family Work. Learners will understand the key concepts of development and will demonstrate the use of relationship tools for the family case they have been assigned.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	18	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

2.1	Analyse how an individual child's development intervals and experience can impact brain development
2.2	Summarise significant phases in family life cycles
2.3	Explain how an individual's developmental differences can have an impact on the family with reference to your family case
2.4	Explain how knowledge of family life cycles can inform understanding of an individual's difficulties with reference to your family case

Indicative Content

Learners will participate in an experiential exercise designed to demonstrate principles of the Ecosystemic Developmental Model (Fulmer)

The origins of systems theory

Systems theory allowed psychology theorists to expand their ideas about Psychological Functioning into the realm of relationships. This changed the emphasis from intra-psychic/internal/individual psychological processes to relational processes and created a paradigm shift that became known as Family Therapy.

Key concepts of development

- Once learners understand that thinking systemically will be central to the practice of Family Work, they will be introduced to key concepts of development
- Individual development – a neuroscientifically-informed approach

    - Perry's developmental intervals as described in a Neurosequential Model of Therapeutics (NMT):
        - intrauterine
        - perinatal
        - infancy
        - early childhood
        - childhood
        - youth

- Family development

- Family life cycles
    - Birth
    - Childhood
    - Adolescence
    - Leaving home
    - Adult children and their parents
    - Death

Unit 3 - The relationship between attachment and working with families

Aims and Rationale

Learners will be introduced to the concept of Attachment Psychology and the unique contribution this has made in the evolution of psychological theories. Learners will develop an understanding of what attachment is, how it contributes to the development of the child and the family and why it is essential to understanding the nature of relationship.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	18	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

3.1	Analyse the concept of 'internal working models'
3.2	Explain how the attachment relationship influences a child's social and emotional development
3.3	Analyse the effects of disrupting the attachment relationship
3.4	Analyse the key behaviours displayed by an individual with attachment difficulties with reference to own work experience

Indicative Content

Learners will participate in an exercise related to the Adult Attachment Interview in order to experience how the Attachment Relationship is reflected and manifested throughout the lifespan.

Influential thinkers on attachment

This unit explores the work of some of the most influential thinkers on attachment, including:

- John Bowlby – Attachment, Separation, Loss – Internal Working Models
- D.W. Winnicott – Playing and Reality – The Scribble Exercise; "good enough" parenting; doses of disappointment
- Patricia McKinsey Crittenden – Danger, Development and Adaptation – attachment style varies with relational environment
- Daniel Stern – The Interpersonal World of the Infant
- Robert Karen – Becoming Attached
- Susan Johnson – Emotion Focused Therapy
- Mary Ainsworth – typology of attachment disorders
- Dan Siegel – The Neurobiology of We

- Colwyn Trevarthen – Pre-birth to Three: Relationships

Unit 4 - Theoretical Frameworks in Family Therapy

Aims and Rationale

Learners will be introduced to models of Family Therapy and the elements of theory, concepts and practical applications that have been integrated into the formulation of Family Work. Learners will understand how the theories contribute to our understanding of how family systems function, what happens when individual and/or family development is derailed or disrupted, and how we can apply that knowledge to working with families to improve relational health and change individual's developmental trajectories. Learners will be expected to apply their knowledge of theory to the family case they have been assigned.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	18	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

4.1	Apply the key principles of systems theory to Family Work in your family case
4.2	Analyse your experience of one concept from each theoretical framework
4.3	Explain how theoretical concepts can help you organise your thinking and expand your understanding of dynamics in your family case

Indicative Content

Introduction to theoretical frameworks

Many models of Family Therapy emerged during the 1960's and 70's - a hugely creative time in the history of psychology and sociology - in America and other parts of the world. Each has elements of theory, concepts and practical applications that have been integrated into the formulation of Family Work.

Several of the major theories will be presented with emphasis on how they contribute to our understanding of how family systems function, what happens when individual and/or family development is derailed or disrupted, and how we can apply that knowledge to working with families to improve relational health and change individual's developmental trajectories.

Learners will be expected to apply/demonstrate their knowledge of theory to the family case they have been assigned.

The unit will highlight elements from:

- Ecological Systems Theory – Bronfenbrenner
- Family Systems Theory/Intergenerational Family Therapy – Bowen
- Experiential Family Therapy – Whittaker
- Strategic Family Therapy – Haley, Madanes
- Structural Family Therapy – Minuchin
- Contextual Family Therapy – Boszormenyi-Nagy
- Narrative Family Therapy – White
- Attachment-Based Family Therapy – Diamond

Learners will be expected to participate in exercises designed to provide the experience of working with family systems and relationships based on the cases they have been assigned. The purpose of these experiences is to afford learners opportunities for immediate application of theoretical knowledge.

Unit 5 - Tools of the trade

Aims and Rationale

This unit aims to familiarise learners with the use of framing tools. Learners will explore the concepts on which the tools are based, and the power of these tools to shape thinking and perspective about families. Learners will engage in experiential exercises to develop their knowledge and skills in the use of these tools. Learners will be expected to apply knowledge of the Genogram, Timeline and Eco-Map that they have generated to their family case.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	18	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

5.1	Explain how applying the Genogram informs your understanding of the family
5.2	Explain how application of the Timeline informs your understanding of family development
5.3	Explain how application of the Eco-Map informs your understanding of the family's wider social context
5.4	Use a genogram, timeline and ecomap to explain your family work case

Indicative Content

Framing a Case
The process of Framing a Case is described for purposes of clarifying and giving structure to a person's approach to a case.

Framing tools

Genogram - This is a tool that describes, in graphic form, the numbers and types of relationships in families. Learners will be expected to generate a genogram of the family case they have been assigned.

Timeline - This is a tool that aids in understanding the historical context of individual and family development. Learners will be expected to generate a Timeline for the family case they have been assigned.

Eco-Map - This is a tool that describes, in graphic form, the numbers and types of relationships a person has in wider social contexts, e.g. school, communities of faith, Social

Services, etc. Learners will be expected to generate an Eco-Map for the family case they have been assigned.

Unit 6 – Putting it all together

Aims and Rationale

In this unit, learners will apply the knowledge, understanding and skills gained from the previous units to integrate the principles, concepts and language of Family Work. Learners will develop their critical thinking and develop collaborative relationships with colleagues and families.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	18	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

6.1	Explain the difference between facts and hypotheses
6.2	Analyse how working with others can enhance and improve the process of clinical problem-solving
6.3	Explain how writing a Success Story for a child, young person, adult and family can change the family narrative
6.4	Explain how working through a case with co-workers providing multiple perspectives can impact/modify/change your own thinking

Indicative Content

Learners will work through a hypothetical case presented to them using the method of Problem-Based Learning (PBL).

Learners should experience a range of collaborative roles including the use of role play, brainstorming and discussion of facts, hypotheses and ideas. If possible small group and large group learning contexts should be used.

After the PBL process is complete, learners will write a Success Story, using the Narrative Family Therapy approach.

Unit 7 – Procedures and practices in Family Work A/618/1032

Aims and Rationale

This unit provides learners with the skills and practice tools for any level of family work in a range of settings, from family contact, to family engagement to family therapy. Learners will be able to design a plan and apply knowledge and skills from previous units in their Family Work practice.

Details

Guided Learning Hours (GLH)	8	Total Qualification Time (TQT)	22	Level	4

Learning Outcomes - on successful unit completion learners will be able to:

7.1	Explain how you would establish a working therapeutic relationship with the individual and their family
7.2	Design a plan for a Family Work Case*
7.3	Use your assessments and explorations to identify one major family issue
7.4	Analyse the skills and practices you have used in making transitions and setting boundaries with the family

*Learning Outcome 7.2 should include:

a) Setting the structure;

b) Joining with family members;

c) Establishing a family work agenda in family contact

Indicative Content

This module is a summative module that applies previous learning to a family work case. The following amplification indicates what should be considered and included.

Preparation for contact

- Determine who is being contacted, who initiated contact
- Determine whether the individual is ready for contact with family members
- Determine proper lines of communication: who should talk to whom

- Type of contact
    - phone
    - email
    - in person at the residential setting (including “light touch supervision”)
    - in the family home

- Have a clear idea of the reason for contact
- Think through or script your plan for contact

Is this an initial contact or the continuation of an established relationship?

In person family contact and engagement – setting the structure

- Where are you meeting?
- When are you meeting?
- Who is present? Who is not present?
- Where to sit, how to put people at ease

Joining

- Introduce yourself, guidelines for use of self
- State the reason for the meeting
- Be mindful that you're making the first connections
- Establishing safety, trustworthiness and comfort

Establishing a family work agenda

- The family's view of the individual: who is this person to them?
- Family Worker synthesizes the multiple points view and offers their understanding of the issues
- Determine the family's readiness to move forward with Family Work
- Family and Family Worker co-create a therapeutic agenda
- Family and Family Worker establish a schedule for proceeding with work (frequency of meetings)

Assessments and Explorations

- Trauma Informed Genogram
- Timeline
- Eco-Map
- History (informed by clinical and therapeutic case records)
- Family rules, rituals and myths
- Cultural, religious and belief system influences
- Access to previous assessments (e.g Education, Health, Care Plans)

Navigating the therapeutic terrain

- Body language
- Silence
- Everyone talks at once
- Hostility, anger, withdrawal
- Getting inducted
- Getting triangulated

- Split loyalties
- Lack of confidence
- Hearing difficult issues
- How responsible to be, how to be responsible
- boundaries

Transitions

- How to end a session
- How to schedule the next session
- How much contact to have between sessions

Section 3 Assessment & Quality Assurance

3.1 Our Approach

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The following guidance is provided to support centres and learners in understanding this qualification's requirements for assessment and how the assessment processes will be monitored.

3.2 Assessment Requirements

These qualifications are assessed through a portfolio of evidence. The learner must meet all learning outcomes in the unit before they can be awarded that unit.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one unit.

Assessment methods used for this qualification will include:

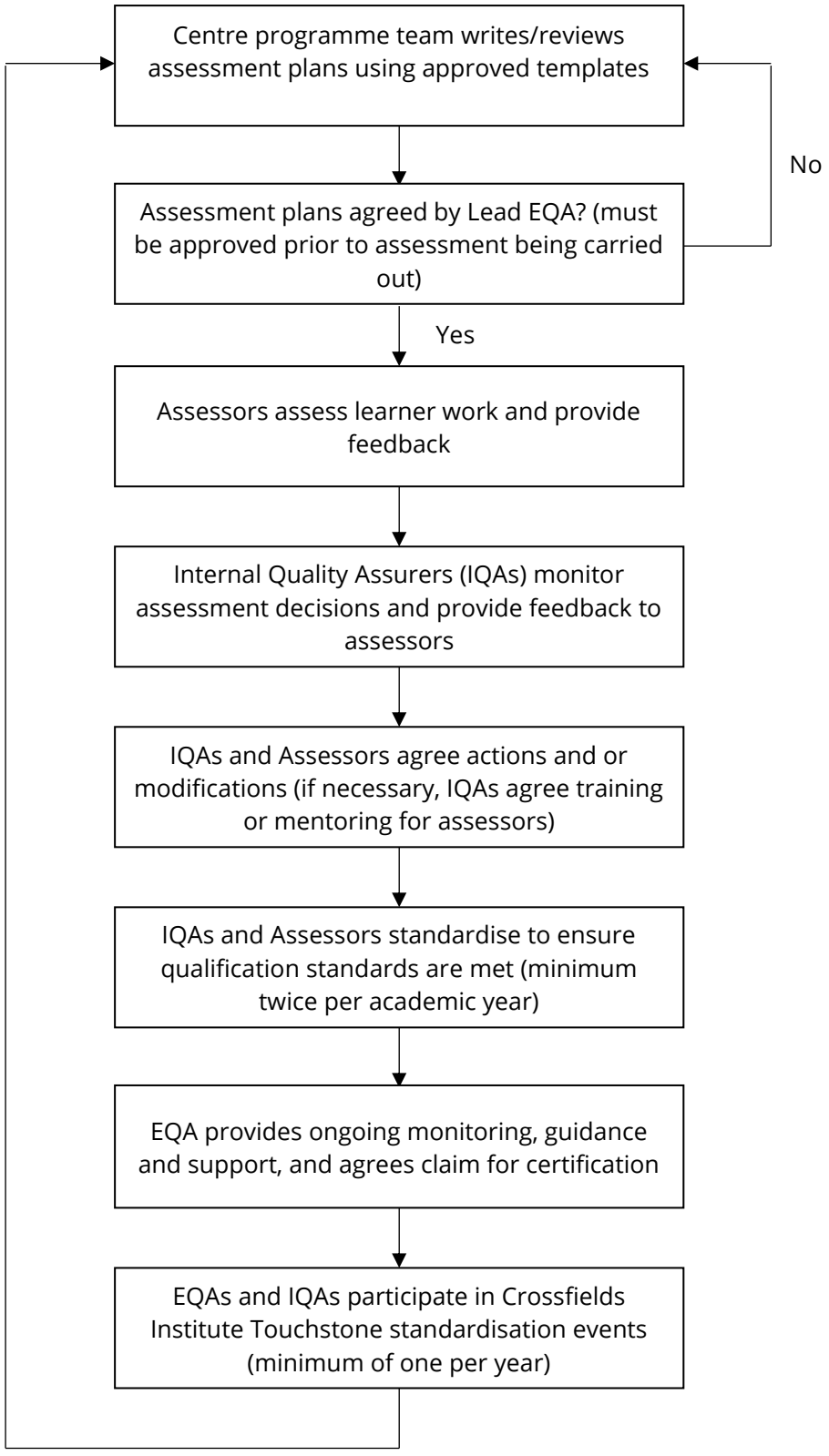
- Written Work Products
    - Written assignments
    - Reports
    - Reflective journal
    - Research
- Tutor Observation
    - Presentations – individual and group
    - Group discussions and activities
- Professional discussion
- Witness testimony

An exemplar assessment plan is included in Appendix 3.

3.3 Quality Assurance Process

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



3.4 Assessment planning guidance

This qualification uses a centre devised approach to assessment. To support centres in their assessment planning, an exemplar assessment plan has been provided in Appendix 3 which centres are recommended to use as the basis for their assessment planning. In their planning, centres should ensure that assessments:

- are fit for purpose
- can be delivered efficiently
- meet the learning outcomes
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.5 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet national standards for assessors and IQAs. A lead IQA at each centre must have, or be working towards, a recognised IQA qualification. Regulated qualifications are available for these roles. Crossfields Institute can provide a review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for education and resources provided by Crossfields Institute.

Section 4
Policies and Procedures

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualifications can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at https://crossfieldsawarding.org/resources/. Learners should ensure they also refer to the policies and procedures of the centre with which they are registered.

Appendix 1: Glossary of Specialist Terms

For the purposes of these qualifications, the following definitions will apply:

SYSTEM CONCEPTS

1. ***System***

   A concept that defines the basic set of units or elements interconnected in a consistent relationship or interactional stance such that whatever affects one part of the system will affect other parts; interconnected, interdependent and interrelated.

2. ***Organisation***

   Relationships among the components of a system which are both necessary and sufficient for defining the nature and identity of the system. Something made up of elements with varied functions that contribute to the whole and to collective functions.

3. ***Reciprocity***

   A concept from family systems theory that describes interactions between family members where the behaviour of one person "dovetails" or "fits" together with that of another in a complementary fashion. For example, if one partner is overtly aggressive in a relationship, the other partner may respond reciprocally, in a submissive manner. However, the partner's response may be a covert or passive – aggressive form that may in turn provoke the other partner into more aggression.

4. ***Open system***

   A term from general system theory that refers to systems which are continuously open to the exchange of information from the environment (feedback). A metaphor referring to the extent to which a family is "open" to new information and, hence, receptive to change.

5. ***Closed system***

   A concept which describes family systems which are self – contained and often isolated by their limited recognition and use of feedback, as compared to open systems which utilize free exchange of information with their external environment to alter internal interactions. This type of system is often organized to preserve its status quo and to resist change.

6. ***Balance***

   A concept that describes the system, that can be homeostatic, a dynamic order of parts and processes standing in mutual interaction.

7. ***Positive Feedback***

The return of a portion of the output of a system, especially when used to maintain the output and in this case to modify the system.

8. Negative Feedback

The return of a portion of the output of a system, especially when used to maintain the output within predetermined limits.

9. Communication

A central concept in family systems theory whereby members share meaning with each other, both verbally and non-verbally. An early model of family therapy developed by Virginia Satir suggested that communication which is clear, direct, and person – centred, and in which the verbal and non – verbal messages are congruent, would be considered healthy and growth – enhancing. In contrast, communication that contains "mixed messages" may contribute to family conflict and dysfunctions.

10. Differentiation

A concept from Family of Origin Therapy which defines a family member's ability to function autonomously in the contest of being emotionally connected to other members.

11. Power

A concept that defines a family member's ability to influence or control circumstances and events. Such a role in a family is determined largely by the distribution of resources held by members of the system.

12. Fusion

May involve either positive or negative relationships; e.g., family members may feel good about each other or experience hostility and conflict. In either case, there is an overdependent bond that ties the family together such that a family member becomes so emotionally attached to another that one's own self – identity and personal boundaries become blurred with the other person.

13. Centripetal

Tending to move toward the centre; within a family, forces that bind or otherwise keep the members together so that they seek fulfilment from intrafamilial rather than outside relationships.

14. Centrifugal

Tending to move outward or away from the centre; within a family, forces that push the members apart, especially when the family organization lacks cohesiveness, so that they seek gratification outside of, rather than within, the family.

SUBSYSTEM CONCEPTS

1. ***Subsystem***

   A concept from family systems theory which describes the basic structural units within the nuclear family system – spousal or significant other, parent – child, sibling.

2. ***Parent – Child Subsystem***

   A structural unit within the nuclear family system.

3. ***Sibling Subsystem***

   A structural unit within the nuclear family system.

4. ***Spousal Subsystem***

   This concept is from family system theory which describes one of the basic structural units within the nuclear family system. In order to adjust to the changing structure of families today, this term should be updated to be the "main squeeze subsystem" or the (more traditional) "significant other" or "partner" subsystem.

5. ***Closed Boundaries***

   Abstract divider that is present between family subsystems that are immune and not permitting any input from the environment.

6. ***Alliances***

   A concept from family systems theory that identifies the affiliations between two or more family members, based on common interests or shared beliefs, but without the intent to keep others out (as in a coalition); or simply, an attraction by certain members within a subgroup.

7. ***Family of Origin***

   A concept that defines the family origins of one's birth, e.g., biological family. The role that a family member plays within their family of procreation may be determined by her/his former roles in that family of origin.

8. ***Hierarchy***

   A concept from Structural Family Therapy which defines the way leadership and power is organized within family systems and how the decision making process may be based on such family variables as age and gender.

9. ***Myths***

   A belief based on a distortion of historical reality and shared by all family members that help shape the rules governing family functioning.

STRUCTURE CONCEPTS

1. ***Structure***

   Recurrent patterns of interaction that defines and stabilizes the shape of relationships.

2. ***Diffuse Boundaries***

   Rather spread out and scattered implicit and explicit rules regarding who, parts of the system or between systems, may participate and in what manner.

3. ***Enmeshment***

   Loss of autonomy due to a blurring of psychological boundaries. A family organization win which boundaries between members are blurred and members are over concerned and over involved in each other's lives, limiting individual autonomy.

4. ***Homeostasis***

   A dynamic state of balance or equilibrium in a system, or a tendency toward achieving and maintaining such a state in an effort to ensure a stable environment.

5. ***Intergenerational System***

   Being or occurring between generations; usually involving the family of origin.

6. ***Internal Boundaries***

   An abstract delineation between parts of a system, between family subsystems, typically defined by implicit or explicit rules regarding who may participate and in what manner, e.g., implicit rules defining who participates within each subsystem inside the family.

7. ***External Boundaries***

   An abstract delineation between systems, typically defined by implicit or explicit rules regarding who may participate and in what manner.

8. ***Secrets***

   Critical family information usually kept from another family member in the belief that it will protect them from harm or be too upsetting for them to handle leaving the family member to carry the burden, shame and stress of the information alone.

9. ***Complementarity***

The degree of harmony in the meshing of family roles, as between husband and wife; to the extent that the roles dovetail satisfactorily, the partners both are able, together, to provide and receive satisfaction from the relationship.

10. Horizontal Loyalties

A foundation of emotional commitments and obligations experienced by family members toward their families of origin. In this case, horizontal loyalties are those that occur at marriage with the development of new attachments to an adult partner.

11. Vertical loyalties

A foundation of emotional commitments and obligations experienced by family members toward their families of origin. In this case, vertical loyalties are those embedded in one's early childhood roles and family of origin attachments.

12. Triangles

As Bowen has pointed out, two – person relationships tend to be unstable. Under stress two people tend to draw in a third to stabilize the system by forming a coalition of two in relation to the third. The basic unit of an emotional system thus tends to be the triangle.

13. Coalitions

A family dynamic which occurs when two members join together, often covertly, against a third member; this is a specific form of a triangle. Coalitions in family systems may cross generational boundaries, such as when a child and one parent form a coalition against the other parent, or when a grandparent and child form a coalition against a parent. Haley asserted that the forming and reforming of coalitions may serve to keep the power distribution in a system more nearly balanced.

PROCESS CONCEPTS

1. Process

Distinction between how members of a family or group relate and what they talk about. Content refers to the information shared; process refers to how it was shared.

2. Circularity

A concept from systems theory which refers to the non – linear, recursive nature of the interaction in family systems, as well as in other organized systems, where the behaviour of one component effects the behaviour of a second component which effects the behaviour of a third which reciprocally, effects the behaviour of the first component. This process implies that behaviour may be based as much on the interactional dynamics of a system as on the internal psychological

processes of each member. It also defines the interconnectedness of family experiences and suggests that causality within a system may be basically circular rather than linear.

3. Open Boundaries

Abstract divider that is present between family subsystems and between other external systems that permits the exchange of information, energy and material.

4. Disengagement

A family organization with overly rigid boundaries, in which members are isolated and feel unconnected to each other, with each functioning separately and autonomously and without involvement in the day – to – day transactions within the family.

5. Parentification

A family system dynamic where a child is assigned a caretaking role for one or both parents, and often for the siblings, too. This designated child assumes excessive responsibility in a pseudo – adult role by emotionally and/or physically caring for ether a weak parent (or sibling) or a vulnerable parental marriage. This role diffuses marital stress and reciprocally reinforces the power of the child in the family. There is often an associated effect of sibling rivalry. In some family systems the parentified child may be more vulnerable to incidents of incest or physical abuse.

6. Power

A concept that defines a family member's ability to influence or control circumstances and events. Such a role in a family is determined largely by the distribution of resources held by members of the system.

7. Scapegoating

A family system dynamic that describes the process by which a family designates a member to carry and act out the stress and dysfunction for other members or subsystems of the family. For example, often a child is designated to carry this stress and it may be displayed in depressive symptoms or delinquent behaviours. A family therapist may see a child "acting out" because there are underlying conflicts in the parent's marriage.

8. Emotional Cut-off

A concept developed by Murray Bowen which identifies a pattern of dramatic emotional (and often geographical) separation between an individual and one's family of origin. This pattern often leads to a process of fusion with other individuals, such as spouses or children, who replace the ties to the family of origin system.

Appendix 2: Resource and book list

Recommended Reading

Conceptual elements

Author(s)	Title	ISBN
Barratt, Sara & Harris, Rita Edited by: Vetere, Arlene & Dowling, Emily	The changing context of permanency: Unifying stories in the context of divided loyalties (Chap. 9) in *Narrative Therapies with Children and their Families: A practitioner's guide to concepts and approaches*	978-1583918272
Bowen, Murray	Family Therapy in Clinical Practice	978-0876687611
Bowen, Murray Editor: James L. Framo	Toward the Differentiation of a Self in One's Own Family in *Family interaction: A dialogue between family researchers and family therapists*	978-0826112118
Boszormenyi-Nagy, I. & Krasner, B.	Between Give & Take	978-0876304181
Boszormenyi-Nagy, I. & Spark, G.	Invisible Loyalties: Reciprocity in Intergenerational Family Therapy	978-0876303597
Buber, M. & Kaufmann, W.	I And Thou	978-0684717258
Gazzaniga, M. S.	The Ethical Brain: The science of our moral dilemmas	978-0060884734
Haley, Jay	Uncommon Therapy: The Psychiatric Techniques of Milton H. Erickson, MD	0-393-31031-0
Karen, R.	Becoming Attached: First Relationships and How They Shape Our Capacity To Love	978-0195115017
Meadows, Donella H. & Wright, Diana	Thinking In Systems: A Primer	978-1-60358055-7

Millham, Spencer, Bullock, Roger, Hosie, Kenneth and Haak, Martin	Are links important? (Chap. 7) in *Lost In Care: The problems of maintaining links between children in care and their families.*	0-566-00998-6
Minuchin, S.	Families & Family Therapy	978-0674292369
Pecora, Peter J., Whittaker, James K., Maluccio, Anthony N. & Barth, Richard	The Child Welfare Challenge: Policy, Practice, and Research	0-202-36126-8
Stern, D.	The Interpersonal World of the Infant	978-0465095896
Siegel, D.	Pocket Guide to Interpersonal Neurobiology	978-0393707137
Siegel, Daniel J.	The Neurobiology of 'We': How Relationships, the Mind, and the Brain Interact to Shape Who We Are	ASIN B005PJVYTW

Clinical Elements

Author(s)	Title	ISBN
Anderson, C., McGoldrick, M. & Walsh, F.	Women in Families: A Framework for Family Therapy	978-0393700671
Baldwin, Michele & Satir, V.	The use of self in therapy	978-0415896030
Boyd-Franklin, Nancy & Hafer Bry, Brenna	Reaching Out in Family Therapy: Home-Based, School, and Community Interventions	1-57230-675-0
Brendler, J.	Madness, Chaos, Violence: Therapy With Families at the Brink	978-0465043101
Brock, Gregory	Procedures in Marriage and Family Therapy, 4th Edition	978-0-20548870-4
Carter, Betty and Monica McGoldrick	The Expanded Family Life Cycle	978-0205200092
Cleaver, Hedy	Fostering Family Contact	0-11-322311-0

Chenail, R., Heath, A. & Rambo, A.	Practicing Therapy: Exercises for Growing Therapists	978-0393701616
Crittenden, P., Dallos, R., Landini, A. & Kozlowska, K	Attachment & Family Therapy	978-0335235902
Dallos, Rudi	Attachment Narrative Therapy	978-0335214174
Dallos, Rudi & Vetere, Arlene	Systemic Therapy and Attachment Narrative	978-0415416580
Diamond, G., Diamond, G. & Levy, S.	Attachment-Based Family Therapy for Depressed Adolescents	978-1433815676
Everett, C. A.	Family Therapy Glossary	9781931846004
Haley, Jay	Changing Families: A Family Therapy Reader	978-0158033136
Haley, Jay	Giving Directives (Chap 2) in *Problem-Solving Therapy*	978-1555423629
Haley, J. & Hoffman, L.	Techniques of Family Therapy	978-1568213293
Hartman, Ann & Laird, Joan	Family-Centered Social Work Practice	0-02914100-1
Hughes, D.	Attachment-Focused Family Therapy & Workbook	978-0393705263 & 978-0393706499
Lacher, Denise B.	Connecting With Kids Through Stories	978-1849058698
Holtzworth-Munroe, Amy, Meehan, Jeffrey C., Rehman, Uzma & Marshall, Amy D. Edited by: Alan S Gurman	Intimate Partner Violence: An Introduction for Couple Therapists (Chap. 16) in *Clinical Handbook of Couple Therapy*	978-1593858216
Johnson, S.	Attachment Theory in Practice: Emotionally Focused Therapy (EFT) with Individuals, Couples, and Families	978-1462538249

Susan M. Johnson	Emotionally Focused Couple Therapy with Trauma Survivors: Strengthening Attachment Bonds	978-1593851651
Jones, C.W. Edited by Browning, S. & van Eeden-Moorefield, B.	An Eco-Systemic Approach to Strengthening Fragile Families in *Contemporary Families at the Nexus of Research and Practice, Volume II.*	978-1138950733
Kegan, R. & Lahey, L. L.	How the Way We Talk Can Change The Way We Work	978-0787963781
Kerr, M. E. & Bowen, M.	Family Evaluation: An Approach Based On Bowen Theory	0-393-70056-9
Kuppinger, A., Hust, J., Hunt, P., Mosby, P. Hammack,S. & Caldwell, B.	Putting Families First: Strategies to Transform and Advance Family Engagement and Partnership (Chap 2)	In Print
Lappin, J.	Challenge in Structural Family Therapy in *Encyclopedia of Couple and Family Therapy*	ISBN 978-3-319-49423-4
Lappin, J.	Intensity in Structural Family Therapy in *Encyclopedia of Couple and Family Therapy*	ISBN 978-3-319-49423-4
Lappin, J.	Joining in Structural Family Therapy in *Encyclopedia of Couple and Family Therapy*	ISBN 978-3-319-49423-4
McGill, D. and Pearce, J. K.	British Families in *Ethnicity and Family Therapy*	0-89862-040-6
McGoldrick, M. & Hardy, K.,	Re-Visioning Family Therapy: Addressing Diversity in Family Therapy	978-1462531936
McGoldrick, Monica, Gerson, Randy and Petry, Sueli	Genograms: Assessment and Intervention (Third Edition)	978-0393705096
Minuchin, S.	Family Kaleidoscope	978-0674292314
Minuchin, S. & Fishman, C.	Family Therapy Techniques	978-0674294103

Morris T.	Scots-Irish Families in *Ethnicity and Family Therapy*	1-59385-020-4
Napier, A. Y. & Whitaker, C.	The Family Crucible	9780060914899
Patterson, J., Edwards, T., Chamow, L. & Grauf-Grouds, C.	Essential Skills in Family Therapy	978-1462533435
Preto, Nydia Garcia Edited by: Carter, B. & McGoldrick, M.	Transformation of the Family System During Adolescents in *The Expanded Family Life Cycle: Individual, Family and Social Perspectives*	978-0205200092
Satir, Virginia	Conjoint Family Therapy	978-0831400637
Satir, Virginia	The New Peoplemaking	978-0831400705
Satir, V., Stachowiak, J. and Taschman, H.A.	Helping Families to Change	978-1568212272
Sholevar, G. Pirooz & Schwoeri, Linda D.	Textbook of Family and Couples Therapy: Clinical Applications	0-88048-518-3
Stierlin, H., Rucker-Embden, I., Wetzel, N., Wirsching, M. Tooze, S., Hassan, S. and Brink, B.	The First Interview with the Family	978-0876302255
Vetere, Arlene & Dowling, Emily	Narrative Therapies with Children and their Families: A practitioner's guide to concepts and approaches	978-1583918272
Visher, Emily & Visher, John	Old Loyalties, New Ties: Therapeutic Strategies with Stepfamilies	978-0876304891
Walsh, Froma	Normal Family Processes	978-1-46252548-5
Walsh, Froma	Strengthening Family Resilience	978-159385-186-3

Evaluation, Current Status, and Future Directions

Author(s)	Title	ISBN

Anglin, James P.	Pain, Normality, and the Struggle for Congruence: Reinterpreting Residential Care for Children & Youth	0-7890-2141-2
Barton, Susan, Gonzalez, Rudy and Burdekin, Brian	Therapeutic Residential Care for Children and Young People: An Attachment and Trauma-Informed Model for Practice	978-184905-255-9
Biehal, Nina	Reuniting looked after children with their families: A Review of the Research	1-904-787-64-9
Christenson, J & Merritts, A. (Eds.)	Family Therapy with Adolescents in Residential Treatment	978-3319517469
Coleman, Sandra (Ed.)	Failures in Family Therapy	978-0898620481
Durant, Michael	Parents are Part of the Process, Too in *Residential Treatment*	0-393-70154-9
Garfat, T. Edited by: Bellefeuille, G., Jamieson, D. & Ricks, F.	The Inter-Personal In-Between: An Exploration of Relational Child and Youth Care Practice in *standing on the precipice: inquiry into the creative potential of child and youth care practice*	9780-9780453-4-0
Hagen, John Van Edited by: Schaefer, Charles E. & Swanson, Arthur J.	Family Work In Residential Treatment in *Children In Residential Care: Critical Issues in Treatment*	1-56821-000-0
Minuchin, S., Montalvo, B., Guerney, B., Rosman, B. & Schumer, F.	Families of the Slums	978-0465023301
Small, R. Edited by: Whittaker, James K., del Valle, Jorge F. and Holmes, Lisa	Creating and Maintaining Family Partnerships in Residential Treatment Programs in *Therapeutic Residential Care for Children and Youth: Developing Evidence-Based International Practice*	978-184905-792-9
Small, Richard W. & Alwon, Floyd J.	Challenging the Limits of Care	0-945653-01-8

Whitaker, Carl Edited by Ryan, Margaret O.	Family Therapy in an Institutional Setting in *Midnight Musings of a Family Therapist*	978-0393700848
Ziegler, Dave	Achieving Success with Impossible Children: How to win the battle of wills.	0966657292
Ziegler, Dave	Raising Children Who Refuse to Be Raised: Parenting Skills and Therapy Interventions for the Most Difficult Children	0967118727

Recommended Movies

Ordinary People
The Great Santini
Lion
Antwone Fisher

Recommended Websites

Buber in 10 Minutes https://www.youtube.com/watch?v=16Cr82mLhkw&t=2s
Bronfenbrenner's ecological theory https://www.youtube.com/watch?v=HV4E05BnoI8
Bowen Family Systems Theory https://www.youtube.com/watch?v=-GK7LaT5rxY
Bowen's Triangulation https://www.youtube.com/watch?v=47rDdeSPTGs
Salvador Minuchin – An Introduction https://www.youtube.com/watch?v=MG-UvrVEkzw
Family Life Cycle Video: A Framework for Systems Therapy (Monica McGoldrick) https://www.youtube.com/watch?v=YMUwHG0TYTA
Of Rocks and Flowers: Dealing with the Abuse of children (Virginia Satir) https://www.youtube.com/watch?v=hLfaNQF7trs

Virginia Satir: Communication and Congruence (excerpt) – A Thinking Aloud DVD w/Jeffrey Mishlove https://www.youtube.com/watch?v=vfkWnQNWCRE
Strategic Family Therapy Basic Concepts https://www.youtube.com/watch?v=zKKtuCD5xxk
Active Listening https://www.youtube.com/watch?v=rzsVh8YwZEQ
Pre-birth to Three: Professor Colwyn Trevarthen – Relationships https://www.youtube.com/watch?v=pW42_wYNGWk&t=81s

Appendix 3: Exemplar Assessment Plan

Unit	*Assessment task*	*Learning outcomes covered*	Date due for Completion
Unit 1 – Introduction to Family Work	a written assignment of up to 2,000 words or a presentation (maximum 20 minutes)	1.1 Explain how family work is used and implemented in the setting in which you work	
		1.2 Explain how children in a residential setting might benefit from Family Work	
		1.3 Analyse the distinction between individual psychotherapy and Family Work	
		1.4 Summarise key historical influences in the development of Family Work	
Unit 2 – Systems Theory and Development	a written assignment of 750-1,000 words or a short presentation (maximum 10-15 minutes)	2.1 Analyse how an individual child's development intervals and experience can impact brain development	
		2.2 Summarise significant phases in family life cycles	
	Produce a reflective account related to your family case including an explanation of the individual's developmental trajectory and its impact	2.3 Explain how an individual's developmental differences can have an impact on the family with reference to your family case	

Unit	*Assessment task*	*Learning outcomes covered*	Date due for Completion
	on family life. Include a reflection on how an understanding of this can support family development work. This could be a written response of up to 750 words or a short presentation (maximum 10 minutes)	2.4 Explain how knowledge of family life cycles can inform understanding of an individual's difficulties with reference to your family case	
Unit 3 – Attachment and its relation to working with families	a written assignment of up to 1,500 words or a presentation (maximum 15-20 minutes)	3.1 Analyse the concept of 'internal working models'	
		3.2 Explain how the attachment relationship influences a child's social and emotional development	
		3.3 Analyse the effects of disrupting the attachment relationship	
	Reflect on the key behaviours an individual may display if they have attachment difficulties using reference to your own work experience. This could be a written response of up to 500 words or a short presentation (maximum 10 minutes)	3.4 Analyse the key behaviours displayed by an individual with attachment difficulties with reference to own work experience	
Unit 4 – Theoretical Frameworks in Family Therapy	Produce a reflective account focused on the application of theoretical frameworks	4.1 Apply the key principles of systems theory to Family Work in your family case	

Unit	*Assessment task*	*Learning outcomes covered*	Date due for Completion
	to your family case This could be a written response of up to 2,000 words or a presentation (maximum 20 minutes)	4.2 Analyse your experience of one concept from each theoretical framework	
		4.3 Explain how theoretical concepts can help you organise your thinking and expand your understanding of dynamics in your family case	
Unit 5 – Tools of the Trade	a written response of up to 1,500 words or a presentation (maximum 10 -15 minutes)	5.1 Explain how applying the Genogram informs your understanding of the family	
		5.2 Explain how application of the Timeline informs your understanding of family development	
		5.3 Explain how application of the Eco-Map informs your understanding of the family's wider social context	
	A short reflective account based on "Framing" your family case. This could be a written response of up to 750 words or a short presentation (maximum 10 minutes)	5.4 Use a genogram, timeline and ecomap to explain your family work case	
Unit 6 – Putting it all together	a written assignment of up to 2,000 words or a	6.1 Explain the difference between facts and hypotheses	

Unit	*Assessment task*	*Learning outcomes covered*	Date due for Completion
	presentation (maximum 20 minutes)	6.2 Analyse how working with others can enhance and improve the process of clinical problem-solving	
		6.3 Explain how writing a Success Story for a child, young person, adult and family can change the family narrative	
		6.4 Explain how working through a case with co-workers providing multiple perspectives can impact/modify/change your own thinking	
Unit 7 – Procedures and Practices in Family Work	a written response of up to 500 words or a short presentation (maximum 10 minutes)	7.1 Explain how you would establish a working therapeutic relationship with the individual and their family	
	records for a specific Family Work case, including your assessment of the work	7.2 Design a plan for a Family Work Case	
		7.3 Use your assessments and explorations to identify one major family issue	
	A reflective account of your family case. A written response of up to 1,000 words or a short presentation (maximum 10-15 minutes)	7.4 Analyse the skills and practices you have used in making transitions and setting boundaries with the family	