

Where appropriate outcome statements have be referenced to the appropriate Benchmarking Statement **(BS)**

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| <p>1 Awarding Institution
Queen Margaret University in
collaboration with With Kids</p> <p>2 Teaching Institution
With Kids (modules 1, 2, 3, 4 and 7)
QMU (modules 5 and 6)</p> <p>3 Professional body accreditation
British Association of Play Therapists
(BAPT)
Professional Standards Authority</p> <p>4 Final Award
MSc Play Therapy
Subsidiary exit awards
PG Cert. Higher Education
PG Dipl. Therapeutic Play
(neither allows practice as Play
Therapist)</p> <p>5 Programme Title
MSc Play Therapy</p> <p>6 UCAS code (or other coding system if
relevant)</p> <p>7 SCQF Level
11</p> <p>8 Mode of delivery and duration
Taught and practice based. Three
years part time.</p> <p>9 Date of validation/review</p> |
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10. Educational Aims of the programme

The MSc Play Therapy course is psychodynamic, non-directive and child-centred in theoretical and philosophical orientation. The MSc Play Therapy aims to educate the next generation of Play Therapists to enable them to work safely and therapeutically with complex children and families. Graduates from the programme will understand and work with the value of each individual child, the fundamental interpersonal relationships, the social needs and the power of love and care to transform life chances.

11. Benchmark statements/professional and statutory body requirements covered by the programme

The professional body accrediting the programme is the British Association of Play Therapists

8. Knowledge of the legislation and policy context for play therapy.

Understand current legislation and policy relating to the practice of play therapy in the context of

Demonstrate effective engagement and facilitation of the therapeutic relationship with clients and significant others.

18. Assessment of need.

Understand and be able to undertake assessment of the emotional, psychological and social needs of clients; and to formulate appropriate therapeutic objectives

19. Planning and contracting for play therapy practice.

Formulate clear, meaningful and appropriate therapeutic contracts, including therapeutic aims, objectives, boundaries and rules.

20. Intervention and provision of direct therapeutic services.

Intervene and provide play therapy to achieve identified therapeutic objectives; monitor and evaluate the effectiveness of play therapy interventions and adapt skills and techniques to a diverse range of children, young people and families

To assess, review and consider own competencies, strengths and weaknesses as a Play Therapist

Self Responsibility

To operate and practise efficiently within own level of competencies

Congruence

To be authentic and genuine in conduct with clients and significant others

Compassion

To be emotionally warm, caring and concerned towards others

Critical Reflection

To critically reflect upon the emotional, social and psychological world of clients, significant others and the Self and to integrate reflection into practice

Commitment to professional development

To continue professional development as a play therapist in a responsible and effective manner

Commitment to personal development

To be reflexive, to integrate personal insights into future practice, to continue personal development in a responsible and effective manner

For more details: <http://www.bapt.info/play-therapy/play-therapy-core-competences/>

12. Learning Outcomes of the Programme

Upon successful completion of the programme, students will have meet the criteria detailed in the BAPT Standards of Proficiency, have experience of clinical practice and engaged with the ethos of lifelong learning as set out in QELTA (QMU, 2012). Students will be equipped with a range of clinical and research skills, which will facilitate the transferability of their knowledge to diverse contexts and settings at a UK, EU and International level. They will have the ability to demonstrate the following attributes and skills that are indicated as requirements of SCQF level 11:

In terms of **knowledge and understanding**, students will be able to:

Demonstrate in-depth knowledge of play

Demonstrate knowledge and understanding of theories related to the practice of Play Therapy

Critically reflect on the relationship between theory and practice

Critically understand a range of approaches to Play Therapy, including psychoanalytic, developmental, behavioural, humanistic and play-centred

Integrate specific knowledge, and demonstrate critical understanding, of different

Demonstrate professional responsibility in relation to BAPT guidelines on conduct and ethics:
<http://www.bapt.info/play-therapy/standards-practice-guidelines/>

In terms of **practical skills**, students should be able to:

Use a wide range of play and media

Develop critical understanding of the appropriate clinical application of advanced play skills and techniques

Assess, plan, implement and evaluate an increasingly complex range of individual Play Therapy sessions

Critically reflect on research paradigms and demonstrate informed understanding of research

14. Assessment strategies

response to a particular form of assessment. As such, assessment informs teaching in a powerful manner. With this in mind, the way that assessment strategies have been planned in this programme is to:

- “ Ensure that the mode of assessment is appropriate for the learning outcomes
- “ Designing assessments which cater for different learning styles and preferences
- “ Assessment offers the opportunity for formative as well as summative measures
- “ Assessments are accompanied by comprehensive feedback which has the possibility of transferring into other learning situations
- “ Students have the opportunity for self assessment and peer assessment as part of their learning

A variety of formative and summative assessment methods are used to reflect the range of learning and teaching methods. The majority of the assessments are through summative coursework assignments that are consistent with the overall aims of the programme and follow the principles of adult learning. The choice of assessment methods are informed by the nature of the module and this leads to an eclectic mix of strategies including reports, essays, inter-personal group work, oral presentations, individual viva voce, practical work, reviews of literature, systematic reviews, a research proposal, project work and experiential learning on practice placement. This results in versatile learners who can negotiate different expectations. Those expectations are made clear to students within the module and at various times in the curriculum, students are invited to offer a reflective piece on the experience.

ent is based on BAPT competencies., at the end of each semester Practice Placement Educators submit a report to the competency in a number of areas. This report along with the Placement Portfolio including copies of all placement related documentation will be presented at the assessment interview with the Personal Academic Tutor which is conducted at mid way and at the end of each module, Increasing levels of competency are

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15. Programme structures and features, curriculum units (modules),

might be considered for *recognition of prior learning (RPL) credits subject to satisfaction of the QMU RPL regulations*

International applicants require effective writing and communication skills that demonstrate command of the English language (IELTS = 7).(although a part-time course international interest has already been expressed from New Zealand)

17. Support for students and their learning

QMU programmes normally provide the following student support:

Personal Academic Tutors

Personal Development Portfolios

Student handbooks

Access to Student Learning Services, Library and IT support

Access to Student Services: careers, counselling, disability advice

Representation through Student-Staff Committees

18. Quality Assurance arrangements

For more detail: <http://www.qmu.ac.uk/quality/>.