

# **UKCP Standards of Education and Training (2020)**

## **The Minimum Core Criteria**

### **Child Psychotherapeutic Counselling**

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## Introduction

UKCP has agreed principles on which to base its Training Standards and policies to regulate them across all modalities. These principles and policies are the concern of UKCP’s Education, Training and Practice Committee, the colleges’ Training Standards Committees, Accreditation Committees and the individual training organisations which devise and run psychotherapeutic counselling training courses leading to UKCP registration.

Each College whose training organisations deliver Child Psychotherapeutic Counselling trainings must adhere to this document, but may further define modality specific standards in addition to these.

This document sets out:

- The General Principles on which all psychotherapeutic counselling training must be based.
- The Regulatory Framework which will ensure that standards and outcomes of training are enforced.
- The responsibilities of the various bodies involved.
- The basic training requirements.

This document defines the Standards of Education and Training (SETs) leading to registration as a UKCP Child Psychotherapeutic Counsellor. A UKCP Child Psychotherapeutic Counsellor is a practitioner who has met all the core SETs defined in this document, and who has demonstrated the skills and criteria necessary to work with child clients. This document defines the minimum core criteria for all Child Psychotherapeutic Counsellors.

There are further documents detailing the specific UKCP training requirements for working with adults and families – UKCP Standards of Education and Training: Psychotherapy with Adults and UKCP Standards of Education and Training: Family and Systemic Psychotherapy. There are also documents detailing the specific UKCP training requirements for Psychotherapeutic Counselling with adults.

The term ‘child’ will be used throughout this document when referring to children and adolescents from the age of 3 up to their 18th birthday, unless additional or specialist emphasis is required. Additional specialist criteria necessary for the achievement of the UKCP descriptors to the title of Child Psychotherapeutic Counsellor (e.g. existential, humanistic, integrative, etc.) must be articulated by Colleges as appropriate.

## General Principles

The following General Principles have been agreed:

- UKCP Organisational Members (OMs) that train Child Psychotherapeutic Counsellors or accredit Child Psychotherapeutic Counselling trainings, herein after referred to as “trainings” must:
  - Recognise the existence of different psychotherapies, known as ‘modalities.’

- Be based on various theories.
- Promote respectful understanding of differences and similarities between theories.
- Be informed by theory and research and be practice-based.
- Be related to clinical work in occupational settings.
- Provide transparency and accountability in their assessment processes.
- Operate within the UKCP Code of Ethics and an equalities and diversity framework.

## Key Principles in Child Psychotherapeutic Counselling

Child Psychotherapeutic Counselling trainings must incorporate the following overriding principles. They must recognise and value:

- The child's individual human rights and the 1989 United Nations Convention on the Rights of the Child, including but not limited to:
  - The right to receive psychotherapeutic support from someone who has the requisite specialist training. This will ensure appropriate knowledge, skill and understanding in terms of development, dependency and vulnerability, including the child's capacity for resilience and self-healing and the context in which such work takes place.
  - The right to self-determination, within the reasonable constraints of their need for safety, protection and care, in keeping with Safeguarding and Child Protection legislation
  - The child has the right to unimpeded growth and development.
  - The child has the right to express their developmental needs.
- The centrality of the lived experience of children in the context of their lives.
- Recognition that the child alone is not the problem and is seen in the context of relational, family, social, educational, cultural, religious/spiritual, legal and political systems which frame their reality.
- Recognition of the creativity, resourcefulness and resilience children have in responding to the circumstances of their lives as best they can, even where this manifests in ways that present challenge and difficulty in the adult world.
- The particular nature of dependency and vulnerability in the child, emotionally, physically, psychologically and spiritually.
- The multidisciplinary nature of work with children, and the vital importance of inter and intra-professional dialogue and exploration.

## A. The Regulatory Framework

- a) The UKCP Education, Training and Practice Committee (ETPC) has an appointed Chair and elected representatives from all the colleges and faculties. It is responsible for setting UKCP's generic education, training and practice standards and ensuring that the standards established by each college conform to these standards.
- b) The Terms of Reference of ETPC can be found in a separate document, approved by the Board of Trustees.
- c) The colleges' Education and Training Committees or Accreditation Committees monitor and review all approved courses leading to an individuals' registration as a UKCP Child Psychotherapeutic Counsellor. They are responsible for the approval of all new courses set up by UKCP organisational members (OMs) and any that are provided by organisations applying to join. Assessment of Child Trainings must include a competent assessor who is also a normally UKCP Child Psychotherapist or Child Psychotherapeutic Counsellor.

In approving and reviewing courses, the colleges' Education and Training Committees or Accreditation Committees must ensure that Organisational Members adhere to both the UKCP generic and the college-specific training standards.

- d) OMs that assess individual candidates as suitable to be placed on the register must have relevant, evidenced criteria, procedures and practices. These must ensure that the applicant has met the level of standards of education and training (SET) set out in this document and the relevant college SET documents.
- e) OMs must be able to evidence that they have mechanisms in place to ensure they fulfil the relevant criteria for the type of organisation they are (accrediting, training or accrediting and training) as set out in this document.
- f) OMs must review their courses during and after their UKCP Organisational Member Review (OMR). In the case of child courses, OMRs must include a competent assessor who is also a UKCP Child Psychotherapist or Child Psychotherapeutic Counsellor.
- g) OMs formal documentation must state clearly that they are a UKCP organisational member and must carry the UKCP logo on the front cover of their handbooks and/or prospectuses.
- h) All UKCP colleges must use the UKCP logo on their formal education and training standards documentation and must carry the UKCP logo on the front cover of all such documents.
- i) UKCP defines 'students' as those individuals who are studying on a psychotherapeutic training, but not yet engaging in clinical practice as part of their training. UKCP defines 'trainees' as those individuals who are engaging in clinical practice for which the UKCP organisational member accepts supervisory responsibility.

## B. Basic Requirements: these apply to all psychotherapeutic counselling modalities

### 1. General

- 1.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit Child Psychotherapeutic Counsellor trainings must publish and adhere to the Ethical Framework for Children, Child Supervision SETs, and Child Training Placement requirements.
- 1.2. The training for Child Psychotherapeutic Counsellors shall be at graduate level or above and is understood to be a specialist level of training.
- 1.3. The length of training shall be appropriate to permit the consolidation and integration of theoretical knowledge and clinical experience. It shall not normally be shorter than three years or longer than seven. Length of training (years/hours) must be explicit, and must include:
  - a) A minimum of 450 training contact hours (skills and theory) and a minimum 100 client practice hours work (supervised at a ratio of 1:4) are required prior to qualification.
  - b) A total of 450 practice hours, normally including no more than 50 adult/parent/carer hours.
  - c) Practice hours with child clients across the full age range, from 3 years to adulthood.
  - d) Placements in at least 2 different contexts (e.g. education, NHS, voluntary sector, therapeutic community).
  - e) A supervision ratio of 1:4 for the first 100 hours of clinical practice, and thereafter 1:6 at the discretion of the supervisor.
  - f) Candidates are expected to have undertaken a minimum of 105 hours of personal therapy, normally concurrently with their training. Therapy undertaken prior to the commencement of training may not normally be counted towards this requirement. The therapy must normally be with a qualified registered UKCP psychotherapeutic counsellor or psychotherapist. The therapy must be in the theoretical orientation of the training.
- 1.4. Candidates are expected to apply for UKCP registration as a Child Psychotherapeutic Counsellor within 3 years of qualifying (formal mitigating circumstances excluded).
- 1.5. UKCP Organisational Members that train child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall clearly indicate where attendance is mandatory and shall be able to evidence attendance on all aspects of the training.
- 1.6. Where possible, UKCP training organisations must seek to provide appropriate mechanisms for students and trainees to complete course elements deferred through agreement or missed through acceptable extenuating circumstances. Where such mechanisms are used the criteria for accessing

them and the process for recording and assessing their completion must be provided by the organisation.

- a) UKCP Colleges validating child psychotherapeutic counselling trainings will publish College level Learning Outcomes that will inform the OM's curriculum.
- 1.7. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall publish the code(s) of ethics and practice to which they adhere. This must include the UKCP code of ethics. It may also include others such as the code(s) of the relevant UKCP college, the training organisation itself and/or another body such as the British Association of Counselling and Psychotherapy (BACP).
  - 1.8. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must be able to demonstrate that their UKCP accredited training courses and course components are clearly addressed in their business plan. Organisations must consider the effects of business planning and activities (such as relocation, expansion, ability to remain in UKCP membership, sale or closure) on their accredited trainings and students/trainees. Where necessary they must take appropriate mitigating action.
  - 1.9. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must operate appropriate governance and management structures to ensure they implement accredited trainings effectively. All documentation on these structures must be available to view by any interested party.
  - 1.10. UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have available, appropriate and up-to-date policies as specified in Appendix A.

## 2. Entry Requirements

UKCP training organisations must:

- 2.1. Publish their criteria and procedures for selecting students.
- 2.2. Ensure that entry is at an undergraduate level of competence.
- 2.3. Each psychotherapeutic counselling applicant must have achieved one of the following as a minimum entry requirement prior to training:
  - a) Relevant professional qualification or equivalent.
  - b) First degree or equivalent.
  - c) Accreditation of Prior Learning/ Accreditation of Prior Experiential Learning.
- 2.4. Have systems for candidates to demonstrate that they have personal qualities that make them

suitable for professional child psychotherapeutic counselling. The intensity of psychotherapeutic work with children makes it particularly important for Colleges to address the issue of personal emotional competence, resilience and personal resources. Organisations are required to define the qualities that they consider essential for a child psychotherapeutic counselling trainee, and that this be part of any advertising material.

- 2.5. Have systems for candidates to demonstrate that they have relevant experience of working with people in a responsible role.
- 2.6. Have systems for candidates to demonstrate that they have an adequate command of written and spoken English (disability and equalities exceptions/adaptations to this requirement will always apply).
- 2.7. Ensure that Disclosure and Barring checks are sought and confirmed where relevant for work with children. This will be in line with UKCP's current registration practice.
- 2.8. Have a face-to-face selection process, normally in person.
- 2.9. Have methods and regulations for the processing of Assessment of Prior/Experiential Learning (APL and APEL) and Credit Accumulation Transfer System (CATS) claims where relevant. These must describe the process and relevant criteria and provide scope for an appeals process. Normally no more than 50 per cent of any training should be achieved through any of the above.

### 3. Overarching Diversity and Equality Requirements for Trainings

- 3.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have, publish, and apply clear criteria relating to relevant health conditions. These criteria must be consistent with the current UKCP Diversity and Equalities policy and relevant diversity and equality legislation.
- 3.2. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have an appropriate and up-to-date published policy covering diversity and equalities.
- 3.3. UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must also have published procedures to ensure that applicants, students, trainees and staff are not discriminated against for any reason. Procedures must specify what someone can do if they experience discrimination. For example, how and where they can report the discrimination, and what action they can expect the organisation to take.
- 3.4. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that they have appropriate processes for gathering relevant diversity and equalities data in relation to applicants, students, trainees and staff. Organisations must be able to evidence how this data is used.



## 4. The Minimum Curriculum

### 4.1. Theory and Practice

4.1.1. The study of the theory and practice of child psychotherapeutic counselling from assessment to ending must include:

- a) A core theoretical model of child psychotherapeutic counselling; the philosophical underpinning of how children develop; challenges or difficulties that may be encountered and a theory of change.
- b) Core assumptions.
- c) A model of therapeutic relationship and process that underpins practice.
- d) An introduction to a range of counselling theories relevant to child psychotherapeutic practice so that students and trainees can develop a critical awareness of their own and alternative approaches.
- e) Skills and knowledge to work with a range of presenting issues.
- f) Consideration of the implications of various theoretical concepts within a range of practice settings and client groups which may include both longer term and short-term work.
- g) Knowledge of relevant legal issues pertaining to professional practice.

4.1.2. Child Development, including:

- a) Theories of development.
- b) Domains of development, including physical, neurophysiological, cognitive, emotional, social-relational, communication, spiritual and self-development.
- c) Recognising the signs of developmental delay and sensory processing difficulties.
- d) Recognising the impact of adverse childhood experiences.
- e) Issues of attachment and the ways in which attachments form and change.
- f) The role of play and self-directed play as a component of child development.
- g) The impact of transitions on child development.
- h) The impact of social media as it evolves and develops.
- i) Understanding of the dynamics of groups and families

- j) Extensive literature which includes a critique of the above models.

#### 4.1.3. Identity Development:

- a) Familiarity / awareness / consideration of the factors contributing to the life and experience of the child client.
- b) Awareness of potential barriers to the therapeutic process emerging from the life experience, worldview, cultural background and spiritual beliefs of the therapist.
- c) Understanding the process of identity development taking into account:
- Family, community & culture
  - Framework of beliefs, values, spirituality & religion
  - Stages of development
  - Sex, developing sexuality and gender identity
  - Life events, experiences and trauma
  - Group identification (e.. peers, gangs, interest groups)
  - The role of technology and social media
  - Transgenerational factors
  - Discrimination
  - Disability
  - Global influences
- d) Maintaining a position of empathy, enquiry and attunement in respect of the relationship between presenting issues and the life experiences and development of the child within their context

4.1.4. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that students and trainees are introduced to appropriate models of counselling assessment. This must include learning how to recognise developmental delay and neurodiversity, how to differentiate this from mental health symptoms and difficulties, and understanding when and how to refer a client on. This includes an understanding of relevant mental health services and legislation.

4.1.5. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that students develop in their ongoing work an ability to recognise the limits of the counsellor and the counselling relationship and the ability to recognise when the practitioner should seek other professional advice or refer on.

#### 4.2. **Competence in a range of child specific contexts including:**

- 4.2.1. Understanding the position of the child in the family or caring network, as well as the wider social context.
- 4.2.2. Understanding the relative importance of peer and community influence.

- 4.2.3. Inter-disciplinary and multi-agency working, and the range of services involved with children and the relative effect of involvement of these agencies including multi-professional frameworks.
- 4.2.4. An understanding of the potential impact on clinical work of the systems and organizational dynamics in which it takes place.
- 4.2.5. Forging and sustaining respectful relationships across agencies and with parents/carers and negotiating appropriate information exchange processes.
- 4.2.6. Framework for decisions regarding case referral including keeping abreast of changes to effective cross-agency referral processes.
- 4.2.7. Knowledge of the range of changing professional terms, abbreviations and acronyms used within different agencies.
- 4.2.8. Clear and professional written and oral communication appropriate to context.
- 4.2.9. Supporting and representing the voice and needs of the child.
- 4.2.10. Capacity to manage and negotiate conflicting agendas in the interest of the child.
- 4.2.11. Understanding the role of advocacy and being able to recognise when it is needed.
- 4.2.12. Managing different types of professional and therapeutic contract.
- 4.2.13. Sensitivity to the existential impact of climate emergency and of social and political events on the health and well-being of children and young people.

### 4.3. **Research**

All trainings must encompass principles of child psychotherapeutic counselling and psychotherapy research in order to enhance the student/trainee's own practice. This must include:

- 4.3.1. Knowledge and understanding of basic research approaches and techniques, and their application to the investigation and evaluation of psychotherapeutic counselling process and outcomes.
- 4.3.2. Learning to read and understand research in relation to psychotherapeutic counselling and have a working knowledge of research relevant to their modality and their own practice.
- 4.3.3. Knowledge of emerging fields of research and evidence-based practice related to child development and child psychotherapeutic counselling.
- 4.3.4. Competence in the use of outcome measures in ensuring effective practice.

#### 4.4. Diversity and Equality Criteria

Child psychotherapy and psychotherapeutic counselling services are often commissioned by adults and students/trainees need to understand the complexities of the power dynamics that result from this.

UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that students and trainees develop:

- 4.4.1. A working understanding of equality and diversity theory including, but not limited to, models of cultural competence and cultural humility, and of the principles and provisions of the equality legislation as a minimum benchmark for understanding these issues.
- 4.4.2. Critical understanding of cultural, racial, socio-economic, gendered, heteronormative and dis/ability bias in the theory and culture of psychotherapeutic counselling and when it is necessary to challenge these biases.
- 4.4.3. A working understanding of the processes and effects of Unconscious Bias – the unavoidable thinking patterns to which no one is immune. Trainees must be empowered to recognise and increase insight into their Unconscious Bias and how that impacts on working with sameness and difference and issues of children and childhood. They must be open to reflection on explicit and implicit challenge to these thinking patterns, from peers and clients.
- 4.4.4. Critical understanding and self-reflexive recognition of interpersonal and intra-personal phenomena requiring attention from an equality and diversity perspective including:
  - a) The dynamics of privilege, poverty, oppression, marginalisation, assumption and culture as they impact psychic and social development, and shape the child's life experience and access to education.
  - b) How these dynamics, and the resulting power differentials, impact the therapeutic process and relationship.
  - c) Anti-discriminatory and anti-oppressive practice and working with difference.
- 4.4.5. Knowledge, sensitivity, and understanding of general and specific issues and challenges that impact children, adults, couples, families, organisations, and communities due to inequalities and discrimination.
- 4.4.6. Awareness, effectiveness, and courage to communicate, and take action to reduce, the harm and trauma caused by discriminatory practice and insensitivity to power differentials within therapeutic, service provision, training and supervisory frames.
- 4.4.7. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child

psychotherapeutic counselling trainings must ensure that any learning or teaching methods, including those associated with practice placements/supervised clinical practice, respect and address the rights and needs of patients or clients, students, trainees and colleagues.

#### **4.5. Legal Issues**

4.5.1. The laws and key policy areas related to children, including the most current legislation.

4.5.2. Government and local guidance policies and procedure and how they apply in the wider working environment.

4.5.3. Compliance with up-to-date data management legislation.

4.5.4. Current legislation and the common law duty of confidentiality and legislation which specifically restricts the disclosure of certain information.

4.5.5. Understanding the rights and responsibilities of the Child Psychotherapeutic Counsellor relating to third party requests for information/records.

4.5.6. Understanding of children's rights, including their right to support and professional psychotherapeutic counselling services appropriate to their needs.

#### **4.6. Safeguarding and Child Protection**

4.6.1. The curriculum must include developing an awareness of safeguarding issues in relation to child clients, those likely to be impacted by the client's actions/inactions as well as the actions and inactions of responsible adults.

4.6.2. Students must be equipped to understand their responsibilities in relation to relevant and up-to-date safeguarding legislation and the changing context of mandatory reporting.

4.6.3. Trainings must ensure that they equip students to work in particular settings and to understand how to ensure compliance with safeguarding rules in accordance with that setting.

4.6.4. Knowledge must include:

a) UKCP's reporting mechanisms.

b) How the students safeguard themselves including risk assessment and management.

4.6.5. Making considered judgements about how to act to safeguard and promote a child's welfare, and about seeking support for decisions as relevant.

4.6.6. An understanding of the impact of disclosure and the ability to manage upsetting situations and access necessary support.

4.6.7. An understanding of abuse and neglect and keeping abreast of how harm to children can be inflicted; for example, FGM, cyber bullying, on-line grooming, radicalisation, ritual abuse, sexting.

4.6.8. Clinical risk assessment.

4.6.9. The subtleties and signs of abuse in terms of affect and of physical, emotional, mental symptoms, as well as part of the therapeutic communication process. Knowledge must include:

- a) Relevant reporting mechanisms.
- b) How the students safeguard themselves including risk assessment and management.

4.6.10. Safe management of the child psychotherapeutic counselling setting including consideration of:

- a) Appropriateness of designated space.
- b) Private practice.
- c) Lone working.
- d) Risk assessment.
- e) Health and safety assessment

4.6.11. Proximity of the carer

#### **4.7. Ethical Issues**

4.7.1. Trainings must ensure that students are familiar with the UKCP code of ethics.

4.7.2. The UKCP code of ethics must be integrated throughout training.

4.7.3. Time and space must be provided for reflective consideration of ethical issues.

#### **4.8. Self-reflection, Personal Therapy and Development**

4.8.1. Trainings must ensure that students gain an understanding of self-reflective process and a capacity for critical self-reflection in order to evaluate their own competence and to be aware of their strengths and limitations.

#### 4.8.2. Trainings must ensure that students:

- a) Gain an understanding of self-reflective process in recognition of the necessity for psychological maturity.
- b) Develop and strengthen practical creativity, flexibility, self-motivation, autonomy, and the ability to work proactively.
- c) Possess appropriate emotional competency and emotional warmth in relation to children, including the capacity to recognize, explore and resolve personal issues arising from engaging in therapeutic work with children.

#### 4.8.3. Students and trainees must undertake on-going regular personal psychotherapy for the duration of the training, taking account of the following:

- a) The students' psychotherapists need to be skilled, emotionally competent and qualified to a level congruent with the level of child psychotherapeutic counselling training.
- b) Account should be taken of the unique demands of working with children, and the emotional impact of working in areas of great need, trauma, distress, and deprivation.
- c) Work with children may re-activate individual childhood experiences. Students and trainees must be encouraged to enquire into and work with their relevant unresolved issues such as attachment needs, dependency, and the dynamics of power.
- d) The need for an in-depth awareness of modality specific relational processes, including the need for particular skills in working with relational dynamics.

OMs will provide a rationale for the implementation of these requirements.

### 4.9. Security and Confidentiality

#### 4.9.1. Trainings must equip students with the ability to assess risk. Students need to be taught how to develop their own policy and practice that is compliant with legislation and the UKCP code of ethics. This must take into account:

- a) Social media.
- b) Phone and messaging technology.
- c) Data protection regulations and principles, including data management and retention, and protocols for sharing of data.
- d) Email protocols.
- e) Innovative technology including apps and web-based tools in clinical practice.

- f) Payment processes.
- g) Practice management.
- h) The implications of local jurisdiction and working internationally.

## 5. Supervised Practice of Psychotherapeutic Counselling

5.1. The supervised practice of psychotherapeutic child psychotherapeutic counselling is central to the training of UKCP Child Psychotherapeutic Counsellors. Competence in clinical practice involves the achievement of the learning outcomes set out in this document, as well as the following specific knowledge, understanding and practical competence:

5.1.1. The professional role of the Child Psychotherapeutic Counsellor.

5.1.2. Psychotherapeutic Skills, including:

- a) Core counselling skills.
- b) Competence in applying the specialist knowledge base of child psychotherapeutic counselling (as detailed throughout this document) to clinical practice.
- c) Age appropriate language skills and competence with augmentative/ supplementary communication.
- d) Non-verbal communication.
- e) Creative Methods.
- f) Therapeutic play.
- g) Appropriate emotional warmth.

5.1.3. Integrating key concepts to support applied therapeutic thinking about the relationship, including:

- a) The use of self and managing and facilitating complex relational boundaries.
- b) Managing the complexity of merging and separation, especially in respect of the developing child.
- c) Capacity to tolerate ambiguity and not knowing.

5.1.4. Understanding the dynamics of power in relation to the therapeutic process with children.



- 5.1.5. Managing boundaries in a context and age appropriate manner, including the boundaries of the therapeutic process itself (beginning, middle, and end).
- 5.1.6. Case formulation and psychotherapeutic counselling plan, including:
- a) Modes of assessment.
  - b) Clear rationale for work with complex problems.
  - c) Recognising limits of competence.
  - d) Appropriate referral procedures.
- 5.1.7. Role of the unconscious or modality specific consideration of material outside of awareness.
- 5.1.8. Understanding the child's inner world and its impact on the therapeutic relationship and external world.
- 5.1.9. Practical skill and competence in working with the full range of transition situations, in terms of managing information, providing support and undertaking a therapeutic process with adequate timeframes for preparation for change.
- 5.1.10. Capacity to understand and work with the communications of the child, for example; imagery, metaphor, behavioural enactments.
- 5.1.11. Ability to tolerate the distress engendered by the work of child psychotherapeutic counselling and to seek appropriate support as needed.
- 5.1.12. Ability to work with different types of therapeutic relationship and understand their impact and purpose.
- 5.1.13. The use of technology in child psychotherapeutic counselling.
- 5.2. Practice placements for child psychotherapeutic counselling must not include independent private practice.
- 5.3. Where students and trainees achieve supervised practice through working in an organisational setting, training organisations are responsible for ensuring appropriately qualified and experienced staff are available within that setting.
- 5.4. All supervision arrangements must be managed in accordance with UKCP child supervision documents and policies, and with the college's supervision policies.
- 5.5. Training organisations must provide and operate an effective system for approving and monitoring all placements and supervisors for individual counselling practice.
- 5.6. Training organisations must be aware of diversity issues when selecting or recommending

supervisors to their trainees.

5.7. Supervision must address safeguarding and risk assessment issues.

5.8. Students and trainees, supervisors and practice placement providers must be fully prepared for placements. This will include having relevant information about, and demonstrating an understanding of:

- a) The learning outcomes to be achieved.
- b) The timings and duration of any placement/supervised counselling practice and what records of placement/practice are to be maintained.
- c) What is expected in terms of professional conduct, and the processes for addressing concerns or complaints about the students' and trainees' fitness to practice.
- d) Assessment procedures, what the implications are for failure and any action to be taken in the case of failure.
- e) Agreed methods of communication and lines of reporting.

5.9. Clinical supervision must normally be with an experienced UKCP Child Psychotherapeutic Counsellor, a UKCP Child Psychotherapist, an ACP Child psychotherapist or equivalent child competent therapist trained and / or experienced with supervision. It is the responsibility of the training provider to ensure that their approved child psychotherapeutic counselling supervisors are competent for the task.

5.10. Supervision must normally be face to face and training organisations need to provide a rationale for the occasional use other formats such as for example digital media.

5.11. Trainees must be able to use supervision appropriately.

## 6. Maintaining a Safe Learning Environment

6.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall have mechanisms for safeguarding the rights of students and trainees. This must include readily available consultation procedures, complaints and grievance procedures.

6.2. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must be able to evidence that they have obtained informed consent from students and trainees who participate as patients or clients in practical and clinical teaching. This also applies to relevant experiential or group work incorporated into the training.

## 7. Trainee Handbook

- 7.1. Training courses shall publish a Trainee’s Handbook (which could be electronic) that has clear information on all aspects of the course. This must include what is expected of students, the length and timeframes of courses, a definition of supervised practice with clients, details of course requirements, curriculum and modes of assessment.

## 8. Staffing and Resources

- 8.1. Training organisations must identify a named individual responsible for leading the programme. UKCP accredited courses must be led by appropriately qualified and experienced individuals, as defined by the relevant college/organisational member.
- 8.2. Training courses must have an acceptable number of appropriately qualified and experienced staff in place to deliver the program effectively:
- a) This will mean that normally the majority of training staff are UKCP registered Child Psychotherapeutic Counsellors or Child Psychotherapists.
  - b) Training member organisations must ensure that staff / student ratios are appropriate to the learning needs of students and facilitate the development of requisite practical skills and criteria. In all cases training organisations need to provide a rationale for the way staff student ratios are managed.
- 8.3. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that staff have an appropriate combination of relevant knowledge, experience, qualifications and technological methods, to deliver the elements of the training for which they are responsible. This includes having a contingency plan for the sudden loss of staff and resources.
- 8.4. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have and operate relevant criteria and procedures for selecting staff and maintaining records of how selection criteria were met at appointment.
- 8.5. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must be able to evidence how they monitor diversity and equalities in relation to applicants and appointed staff. In addition, organisations must have appropriate strategies in place to respond in a way that is reasonable and proportionate to the information provided by that monitoring.
- 8.6. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must make appropriate provision for continuing staff development.
- 8.7. Appropriate support and documentation must be provided to all staff and appropriate records kept

of staff contracts, appraisals and performance issues.

- 8.8. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have policies in place which govern the extent and the type of technologies that are to be used in the delivery of training, for example the internet. The complexity of child psychotherapeutic counselling favours a face to face learning environment, and any exception to this needs to be clearly justified.
- 8.9. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must demonstrate that they have appropriate learning and pastoral support and facilities, to ensure the well-being and welfare of students, trainees and staff and that these are relevant, adequate and accessible.
- 8.10. Training provision must be congruent with current best practice and all relevant legislation.
- 8.11. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that the resources provided to students, trainees and staff are adequate to effectively support the learning, development and teaching activities for the programme. These normally include access to periodicals and subject books and internet/IT facilities as appropriate. Resources must be appropriate to the curriculum and readily available to students, trainees and staff.

## 9. Assessment

- 9.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall have a properly constituted body for assessing students and trainees.
- 9.2. The modes of assessment (practical and academic) and the assessment criteria, must be clearly set out and made available to students and trainees.
- 9.3. There must be a range of modes of assessment and scope for reasonable adjustments to address different learning styles and take into account learning needs.
- 9.4. Assessment modes must include a significant research-informed project which may be a case study, literature review, or a piece of primary research.
- 9.5. Assessment must be linked to clearly set out generic and college-specific learning outcomes relating to the knowledge base, counselling skills and context of practice.
- 9.6. The assessment objectives are to ensure clinical and professional competency within the context of a chosen theoretical model and sound ethical practice. The modes of assessment and the criteria for assessment must relate to these objectives. Assessment must at some point include input from the counselling supervisor.

- 9.7. Assessment design must be fair to candidates and consistent across different orientations and training routes.
- 9.8. UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must make provision for assessments (both theory and practice) to be independently verified. This must be carried out by practitioners qualified and experienced in the theoretical model being taught.
- 9.9. UKCP Organisational Members that train Child Psychotherapeutic Counsellors must make provision for preparing and training assessment staff, and provide opportunities for regular organisational development of assessment skills.
- 9.10. Students and trainees must be provided with sufficient regular feedback to allow them to assess their own strengths and developmental needs.
- 9.11. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have published appeal procedures in the event of disagreement over assessment.
- 9.12. Assessment procedures must be designed to ensure that students and trainees can demonstrate fitness to practise as a Child Psychotherapeutic Counsellor.
- 9.13. Assessment methods must measure that students/trainees achieve learning outcomes relevant to safe, effective practice as a psychotherapeutic counsellor.
- 9.14. All assessment measures must be consistent with an effective and rigorous process through which it is possible to demonstrate compliance with external reference frameworks at graduate level or equivalent.
- 9.15. Assessments measuring student and trainee performance must be an integral element of the wider process of evaluation, monitoring and development. It must employ objective criteria in addition to any relevant qualitative measures. Records of progress and achievement must be kept.
- 9.16. In order to enter the UKCP register, students on UKCP-accredited trainings need normally to pass all elements of the course. Aggregate or aegrotat award cannot provide eligibility for admission to the UKCP register.
- 9.17. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must be able to demonstrate how their systems and practices assure that relevant standards for assessment are in place, can be measured, and are achieved.
- 9.18. The expectations relating to a child psychotherapeutic counsellor's role as a professional in relation to their practice must be embedded in the assessment processes for both theoretical and practice elements of training.
- 9.19. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child

psychotherapeutic counselling trainings must ensure that their handbooks or guidance documents clearly cover:

- a) The assessment requirements for progress within and between each stage of the programme.
- b) The assessment requirements for measuring achievement within the training.
- c) The assessment requirements for determining fitness to enter the UKCP Register.
- d) Clear procedures for students and trainees to appeal in relation to assessment procedures or outcomes, and through which students and trainees may raise concerns or complaints about the assessment procedures or criteria or their operation.
- e) The appointment of at least one suitably qualified and experienced external examiner (including relevant guidance to support appropriate contact by students and trainees with the examiner, where relevant).

## 10. Qualifications and Registration

- 10.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall specify whether qualification coincides with recognition of candidates as eligible for registration by UKCP.
- 10.2. Where qualification and registration do not coincide, organisations must specify what further professional development is required for registration.
- 10.3. The definition of such further professional development might include considerations relating to the nature of supervision and the range, quantity and intensity of practice and/or study.
- 10.4. Where qualification and registration do not coincide, the process of assessment of readiness for registration shall correspond in general to the requirements of Section 9 above.
- 10.5. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must demonstrate how the learning outcomes associated with their accredited training(s) support graduates in meeting the UKCP's and relevant UKCP college/organisational member standards of proficiency for registration.

## 11. Continued Professional Development

- 11.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall demonstrate a commitment to lifelong learning.
- 11.2. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall demonstrate an understanding of the need for

monitoring practice for the best protection of the public.

- 11.3. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.
- 11.4. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must encourage their graduates actively to consider their continuing professional development needs.

## 12. Specific Training

- 12.1. If a training intends to qualify students to work with a particular client group/issue for which specific SETs have been created by UKCP then these SETs must be met.
- 12.2. The onus is on UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings to be explicit regarding limits of ethical practice and the ensuing responsibility of the practitioner to recognise the additional needs of specific client groups in order to identify additional specialist training requirements.
- 12.3. The onus is on training organisations to be explicit as to the emphases of their base training in order to ensure that students will understand their limits of practice in such areas as theoretical approach and method of delivery.

## Appendix A

Training organisations must have an available, appropriate and up-to-date:

- Appeals Policy
- Application procedure and APEL Policy
- Code of Ethics and Practice
- Complaints procedure (for complaints against the organisation)
- Complaints procedure (for complaints against students and trainees, tutors and supervisors)
- CPD policy
- Data management and retention Policy
- Diversity and Equality and Power Policy
- Grievance Procedure
- Health and Safety Policy
- Policy for mitigating circumstances
- Policy for student who fail components of a training
- Sabbatical Policy
- Safeguarding Policy that fits with generic and college specific requirements and those of the setting(s) that their graduates work in
- Social media Policy
- Student support policies