



**UK Council for Psychotherapy**

**Submission Response No. 1  
to the  
HPC Call for Ideas**

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## **UK Council for Psychotherapy Submission Response No. 1 to the HPC Call for Ideas**

### **1. Introduction**

- 1.1** This Submission Response No. 1 from UKCP is the first in a short series of submission responses by UKCP to the Call for Ideas made by HPC in July 2008.
- 1.2** UKCP intends to make a series of submissions based on the gathering of further relevant information from our membership and registrants and in response to developments, as we understand them, in the process towards statutory regulation of the professions of psychotherapy, psychotherapeutic counselling and counselling.
- 1.3** The series of UKCP submissions will address various aspects of the Call for Ideas in different detail so that overall HPC can receive a comprehensive submission from us.
- 1.4** UKCP understands that our final submission will need to be with HPC by 24<sup>th</sup> October 2008. In making this and our later submissions, UKCP understands that the regulatory outcome is subject to the legislative approval of any final decision made by the UK and Scottish Parliaments.

## 2. Structure of the Register and Protected Titles

- 2.1 UKCP would like to see a Register that contains three distinct parts, parts one and two for the titles to be protected listed below at a. and b. are the concern of UKCP:
- a. **Psychotherapist**
  - b. **Psychotherapeutic Counsellor**
  - c. **Counsellor** – (is not the direct concern of UKCP or of this submission, but is named here in recognition that *Counsellor* is a title in current use in the wider profession)
- 2.2 UKCP both understands and recognises that within the UK there have always been different levels of working in the field of talking therapies and UKCP believes that the three suggested protected titles reflect this.
- 2.3 There is a long and established history of theory-based practice supported by standards of education, training and approved pre-registration education and training programs, which confirms the differentiation of titles to be regulated.
- 2.4 The separate titles of *Psychotherapist* and *Psychotherapeutic Counsellor* are reflective of both the longstanding and the current practice of differentiation based on standards of education, training, practice and proficiency across the profession.
- 2.5 UKCP already systematically regulates the separate activities of psychotherapy and psychotherapeutic counselling, which reflect different levels of working. These different levels of working encompass, at least, an emphasis on:
- Intensity
  - Complexity
  - Application of Depth
  - Standards of Education and Training that reflect these differences in occupational standards.
- 2.6 UKCP does not support, nor do we see a need for protected adjectival descriptors as part of the statutory regulated framework.
- 2.7 We consider the adjectival descriptions currently in use and those that may emerge as a function of future developments in the professions to be best left to the professions to manage. UKCP believes that the professions have well-established regulatory mechanisms in place to hold this level of diversity in approach and welcomes the possibility of the level of generic protected professional titles only being held by a statutory regulator.
- 2.8 UKCP would wish to see that these separate titles become the only legally protected titles **with differentiated minimum threshold levels of entry to the register**. We would welcome a dialogue at the PLG and elsewhere with HPC on the issue of post-qualification labels.

### **3. Entry to the Register**

#### **A. Approved Courses and Training Routes**

- 3.1** UKCP would welcome in the process of any transfer of currently existing voluntary registers that such voluntary registers have clear criteria for registration in relation to the defined professional titles as set out above, where such titles are currently in use on the voluntary register.
- 3.2** Entry to the HPC Register must satisfy HPC differentiated criteria for eligibility to join the HPC Register in relation to one of the above suggested protected professional titles.
- 3.3** The defined professional titles must be earned and not chosen by the individual professional being added to the register. In other words, there must be clearly defined thresholds of entry for each title used of psychotherapist, psychotherapeutic counsellor (and counsellor) on the voluntary register for transfer to occur at that titular level.
- 3.4** The Voluntary Registers used should have clearly articulated levels of standards of education and training (SETs) in order to qualify for statutory registration at the specific title level.
- 3.5** UKCP would expect current best practice to be followed and for the levels of the SETs of any voluntary register that was transferred to the HPC register for Psychotherapists, Psychotherapeutic Counsellors (or Counsellors) to include compulsory academic input including research, practice training, personal development / therapeutic undertaking, supervision requirements and diversity and equalities requirements.
- 3.6** The term Registrant in UKCP has traditionally signified individual practitioners who have qualified by dint of their completion and fulfilment of the requirements of UKCP SETs either through a UKCP accredited training, or equivalent training route where the individual has achieved academic and training practice equivalence and has been approved for putting to the register by a UKCP Member Organisation (MO) that has authority to assess and verify the equivalence. UKCP has well established APL and APEL protocols.
- 3.7** UKCP has 6,732 psychotherapists and 137 psychotherapeutic counsellors on its voluntary registers (as at August 2008). The number of trainees on UKCP accredited trainings who are currently at different stages of working towards registration will be included in the second submission document.
- 3.8** It should be noted that UKCP registrant numbers specifically refer to those individuals who have completed an accredited training or accreditation of training route and have been accepted as having met the criteria specified by UKCP on the minimum entry threshold criteria of standards of education, training, practice and proficiency set by UKCP Standards Board and required by UKCP Registration Board.

### 3.9

- a. UKCP understands the minimum level of entry to the title of Psychotherapist to be post-graduate Masters Level or Equivalent with a minimum of four-years training.
- b. UKCP understands the minimum level of entry to the title of psychotherapeutic counsellor to be NVQ level 6 or equivalent with a minimum of three years training.
- c. Please see details of UKCP Standards of Education and Training (SETs) for Psychotherapy attached as Appendix A.
- d. The SETs for Psychotherapeutic Counselling and Psychotherapy with Children will be included in our second submission document to the Call for Ideas.

**3.10** UKCP is currently an organisation of organisational, not individual, members. This is due to change in the near future. UKCP is aware that its MOs represent several thousands more individuals than those currently on its registers. UKCP will expand, post-statutory regulation, to be inclusive of the input and influence of a wider membership, thus supporting the development of the profession and extending the protection of the public interest through greater diversity.

### 3.11

- a. Due to different SETs levels between professional bodies and groups of practitioners it is a possible choice for UKCP psychotherapy and UKCP psychotherapeutic counselling trainees to apply for BACP accreditation with self-declaration of title of psychotherapist or counsellor before achieving the level required through UKCP Qualification System for Registration and recognition as a fully qualified UKCP level practitioner.
- b. Therefore it may be the case that some of our trainees will be working towards UKCP accreditation whilst already being registered with the BACP when the HPC statutory register opens.

## **B. Assessment Processes**

**3.12** UKCP already utilises and is developing its quality management systems, including continuous quality improvement and quality audit cycles.

- c. UKCP has an established Assessment Process for organisations who wish to apply for UKCP organisational membership. This applicant organisation process includes scrutiny of the training course(s) as well as an assessment of the suitability and viability of the organisation.
- d. UKCP has an established Quinquennial Review Assessment Process (QR) for its MOs. All MOs are required to pass the quinquennial review in order to continue placing people on the register / continue their membership of UKCP. The quinquennial reviews include scrutiny of the training course(s) as well as an assessment of the on-going suitability and viability of the organisation. The reviews are part of UKCP's continuous quality improvement and quality audit cycles. The assessment visit to the MO includes an opportunity for the organisation to offer a self-assessment to the review assessors.

### **3.13**

- a.** UKCP expects all its constituent MOs and registrants to apply and adhere to its standards. In the cases of the two UKCP Institutional Membership Organisations (IMO) (UPCA and BABCP) and other UKCP MOs responsible for multiple site and / or multiple courses, UKCP expects the IMO/MO concerned to undertake the same level of quality assurance and scrutiny of each site and course as is carried out centrally.
- b.** It is the IMO or the MO and its course(s) that is subject to quinquennial review. The Standards Board of UKCP is working with the other relevant regulatory committees and bodies of UKCP to ensure that this work continues to develop and improve.

**3.14** UKCP is currently working on developing continuous quality improvement and quality audit cycles for all its Colleges (sometimes known as Sections), thus improving the quality monitoring, assurance and development processes that will support the efficacy of its registration and membership processes.

### **3.15**

- a.** UKCP is currently extending its involvement of lay members on various boards and committees and sees this as an important area for growth in the organisation.
- b.** Extension of the QR process to quality assure and monitor Colleges (Sections) and the increase of lay membership is seen as part of the work that will continue post-statutory regulation and will help UKCP in being able to feed effectively into the wider picture of work with HPC before, during and after the opening of the statutory register.

## **C. Grandparenting**

**3.16** UKCP believes the statutory register should be open for a period of four years for the purpose of grandparenting to the proposed protected title of psychotherapist and for three years for the proposed protected title of psychotherapeutic counsellor.

**3.17** We would like to see the principles of Accreditation of Prior Learning (APL) as well as practice experience applying to the registration of individuals under the titles of Psychotherapist and Psychotherapeutic Counsellor.

**3.18** We think that Grandparenting Requirements should be equivalent to the levels of standards of education, training, training practice, standards of proficiency and approved pre-registration education and training programs for each title as set out in 3.1 – 3.9 above.

**3.19** UKCP believe that HPC grandparenting requirements for the new statutory register could draw on the APL and the Accreditation of Prior Experiential Learning (APEL) processes already well delineated in the UK university systems and in UKCP approved trainings for Psychotherapists and Psychotherapeutic Counsellors.

## **D. International**

- 3.20** UKCP is one of the few professional Psychotherapy organisations that have continually invested in connections in the EC for the promotion of the profession of psychotherapy. Our membership of the European Association for Psychotherapy keeps us involved with the European Parliament and issues such as the Common Platform initiative. As the only UK Psychotherapy organisation that is recognised by the EAP as a National Awarding Organisation and National Umbrella organisation we are in constant dialogue about cross-border standards of proficiency and conduct.
- 3.21** We are also active in the European Wide Accrediting Organisations to work at the modality level in agreeing international standards for the EAP.

## **4. Standards of Education and Training**

- 5.1** Please find attached a list of the current MOs of UKCP this list specifies the nature of the organisational membership (Appendix B). For clarity the following definitions apply currently:

**a. Training Organisation**

Runs an accredited training course or courses but does not put graduates forward for inclusion onto the Register directly. This is done through an accrediting organisation.

**b. Training and Accrediting Organisation**

Runs an accredited training course or courses and puts graduates forward for inclusion onto the Register directly. May re-accredit Registrants.

**c. Accrediting and Re-accrediting Organisation**

Assesses the training and accreditation route taken by an individual or a course; puts graduates / applicants forward for inclusion onto the Register directly. Re-accredits Registrants.

**d. Listing Organisation**

Listing organisations are made up of Registrants who accredit and reaccredit elsewhere. This category is being phased out so that all organisations are either training, training and accrediting or accrediting.

**e. Institutional Members**

These organisations have a duty and responsibility to ensure that all registrants put forward via their training organisations or courses and the courses themselves have fulfilled the criteria specified centrally and where applicable also fulfil those criteria in the College (Section) of the modality of the training.



## 5.2 Assessment and Review Protocols

- a. Structural content, training practice requirements, supervision requirements and practical requirements are as set out in UKCP Generic Standards of Education and Training for Psychotherapy. Each College/Section may have specified additional requirements that are generic to their modality; each Training course may have specified additional requirements that are particular to the approach being taught.
- b. The centrally led UKCP Quinquennial Review and Assessments are undertaken jointly with assessors from UKCP regulatory staff and officers and by assessors from the College / Section Assessment Board. The panel is a minimum of three people one of whom is always from central UKCP.
  - i. Ultimately the intention is that the process will ensure that each organisation has completed a QR assessment process that is:
    - Clearly aligned with QR practice across the organisation;
    - Congruent with the goals of assuring quality within UKCP MOs;
    - A demonstrably effective means of ensuring control of quality in relation to core and section standards to MOs and Trainings leading to registration;
    - Transparent and accountable
    - Capable of facilitating organisations in the review and development of their policy, criteria, practice and standards to ensure their goals – internal and external can be achieved and are aligned with UKCP policy and practice
    - Supportive of the work by the College or Section to review and develop College / Section criteria, policy and practice to address any difficulties and respond to the future needs of UKCP and its Colleges.
  - ii. UKCP has agreed principles on which to base its Training Standards and policies to regulate them across all psychotherapy modalities. These principles and policies concern the Council's Training Standards Committee, the Sections' Training Standards Committees and Accreditation Committees and the individual Training Organisations that devise and run psychotherapy training courses leading to registration with the Council.
  - iii. Basic Training Standards were established in 1993 and published as *Training Requirements of UKCP*. A Regulatory Framework to integrate the Training Standards with Training Outcomes was agreed in 2001 and published as *UKCP Training Standards: Policy and Principles*.

- iv.** UKCP's core documents set out:
- Guiding Principles on which all psychotherapy training should be based;
  - Regulatory Framework which will ensure that standards and outcomes of training are enforced;
  - Responsibilities of the various bodies involved;
  - The basic Education and Training Requirements.
- v.** QR reports are structured to provide both an account of the Assessment visit to the organisation and a presentation of the review of material provided by the organisation prior to the visit and that gained by the assessment team at the visit. The report provides specific conclusions that are identified as being:
- Requirements;
  - Strong Recommendations;
  - Recommendations;
  - Advice and guidance.
- vi.** Requirements and sometimes, strong recommendations will have a date for completion and may also have a date at which their implementation will be assessed. Other conclusions also may carry a suggested date for implementation.
- vii.** The report will seek wherever possible to clearly describe what criteria have been used in the assessment, where those criteria originate and the basis on which they have been applied. Assessment documentation is sent to the organisation as part of its pre-visit material. The assessment visit to the MO includes opportunities for the organisation to offer self-assessment to the review assessors throughout the visit.
- c.** Qualifications achieved by UKCP Psychotherapy Registrants include awards from Higher Education Institutes (Masters or above); please note that in many cases the award of Masters precedes the fulfilment of the standards necessary to obtain UKCP registrant status.
- d.** Qualifications achieved by following a training path are the academic equivalent of a post-graduate Masters level training for Psychotherapy and the equivalent of NVQ Level 6 for Psychotherapeutic Counselling.
- e.** All UKCP accredited training courses are required to have an External Examiner; there is a further strong recommendation that each MO has an External Moderator who is a senior practitioner with extensive organisational experience who can support the growth and development of the organisation.
- f.** Where organisations receive assessments from HEI external examiners and assessors these reports are expected to be included in the information supplied by UKCP MO.

## 5. Summary

5.1 UKCP would like to see the following titles protected:

- a. **Psychotherapist**
- b. **Psychotherapeutic Counsellor**

5.2 The minimum threshold entry for each title should be clearly defined as follows:

- a. **Psychotherapist at Masters level or equivalent**
- b. **Psychotherapeutic Counsellor at NVQ Level 6 or equivalent**

**James Antrican**  
**Chair, UKCP**

and

**Carmen Joanne Ablack**  
**Chair, UKCP Standards Board**

30<sup>th</sup> September 2008





## **Appendix A**

### **UKCP Standards of Education and Training (2008)**

#### **The Minimum Core Criteria Psychotherapy with Adults**

# UKCP Standards of Education and Training (2008)

## The Minimum Core Criteria Psychotherapy with Adults

### Introduction

UKCP has agreed principles on which to base its Training Standards and policies to regulate them across all psychotherapy modalities. These principles and policies concern the Council's Training Standards Committee, the Sections' Training Standards Committees and Accreditation Committees and the individual Training Organisations which devise and run psychotherapy training courses leading to registration with the Council.

Basic Training Standards were established in 1993 and published as *Training*

*Requirements of UKCP*. A Regulatory Framework to integrate the Training Standards with Training Outcomes was agreed in 2001 and published as *UKCP Training Standards: Policy and Principles*.

This document sets out:

- The Guiding Principles on which all psychotherapy training should 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.

**NB** There is a further document detailing the specific UKCP Training Requirements for working with children *UKCP Standards of Education and Training: Psychotherapy with Children*

### Guiding Principles

The following Guiding Principles have been agreed:

- Trainings should recognise the existence of different psychotherapies, based on different theories, and should promote respectful understanding of differences and similarities between theories.
- Training should be theoretically informed and practice based.
- Training should be related to clinical work in occupational settings.
- Trainings should provide transparency and accountability in their assessment processes.
- Trainings should operate within an ethical, equal opportunities and diversity framework.

## A. The Regulatory Framework

- 1** The UKCP Education and Training Committee (ETC) which has an appointed Chair and elected representatives from all the Sections, is responsible for ensuring that the Council's basic Training Requirements, including Training Outcomes, are implemented. In order to ensure quality of outcome across the range of modalities and courses the ETC monitors and approves the Criteria for Training or Training Requirements established by each Section, ensuring that these conform to the agreed generic standards.
- 2** The ETC has regular representation and input from the Diversities and Equality Committee (DEC) and from the Psychotherapy with Children Committee (PwCC) and other boards and committees as needed to inform and assure the work of the ETC. The ETC will advise Sections and Training Organisations on any changes in requirements and assist them in the implementation of their approval and review procedures.
- 3** UKCP Section Education and Training Committees are responsible for the production of agreed Section Specific Training Requirements and Training Outcomes. These must conform to the Central Requirements but must also develop specific requirements, particularly as regards Training Outcomes, that concern the specific modality of psychotherapy that will be practised.
- 4** The Sections ET Committees or Accreditation Committees are responsible for the approval of all new courses that are set up by Member Organisations and any that are provided by organisations applying to join the Section. They must monitor and review all courses that have been approved and which lead to individuals' registration as psychotherapists with Council via their Section.
- 5** In approving and reviewing courses Section ETC and Accreditation Committees must ensure that they adhere to both the Basic and the Section Specific Training Standards.
- 6** Sections in conjunction with UKCP centrally must have agreed Procedures for visiting and reviewing organisations and their Training Courses.
- 7** Training Organisations are responsible for the delivery of Training Courses that comply with UKCP Generic and Section Specific Training Requirements.
- 8** They are responsible for the production of clear and detailed descriptions of their courses in terms of modes of delivery, course structure, modes of assessment, training outcomes and appeals procedures. They must prepare adequate documentation for the Standards of Education and Training or Accreditation Committees' assessors and reviewers and co-operate with the Section and UKCP wider procedures.
- 9** All UKCP organisational members that assess individual candidates as suitable to be placed on the register must have relevant, evidenced criteria, procedures and practices that ensure that the applicant has met the level or an equivalent level of standards of education and training as set out in this document and the relevant SET documents of their Section or College.
- 10** All UKCP MOs must be able to evidence that they have the mechanisms in place to ensure the fulfilment of the relevant criteria for the type of organisation (accrediting, training and accrediting and training) set out in this document.
- 11** Organisations that re-accredit are expected to have policies and procedures that and comply with the policies and procedures set out by the UKCP Registration Board relevant to re-accreditation and to the general policies and procedures applicable to all UKCP member organisations.
- 12** All formal documentation from any UKCP Member Organisations should state clearly that they are a member organisation of the UKCP and should carry the UKCP logo on the front cover of their handbooks and/or prospectus.
- 13** All UKCP Sections / Colleges should use the UKCP copyright symbol on their formal education and training standards documentation and should carry the UKCP logo on the front cover of all such documents.

## Basic Training Requirements: these apply to all psychotherapy modalities.

### 1. Entry Requirements

- 1.1 Entry is at a postgraduate level of competence.
- 1.2 Candidates must have personal qualities that make them suitable for the profession of psychotherapy
- 1.3 Candidates should have relevant experience of working with people in a responsible role
- 1.4 Evidence of a good command of written and spoken English; (disability and equalities exceptions / adaptations to requirement will always apply).
- 1.5 Relevant Criminal Conviction checks are sought and confirmed. This will be in line with the current practice of the UKCP Registration Board in relation to registrants.
- 1.6 UKCP Training organisations should have, publish and apply clear criteria relating to health. These criteria must be consistent with current UK Diversity and Equalities policy and relevant legislation. They should be congruent with UKCP standards for health for registration.
- 1.7 UKCP Training organisations should have a published policy covering Diversity and Equalities.
  - 1.7(a) Organisations must also have published procedures to ensure that applicants, trainees and staff are not discriminated against.
  - 1.7(b) Training Organisations must ensure that they have appropriate processes for gathering relevant diversity and equalities data in relation to applicants, trainees and staff. Organisations should be able to evidence how this data is used.

### 2. The Minimum Curriculum

#### 2.1 Theory and practice

The study of the theory and practice of psychotherapy from assessment to termination. This should include:

- (a) A model of the person and mind.
- (b) A model of gendered and culturally influenced human development
- (c) A model of human change and ways in which change can be facilitated.
- (d) A set of clinical concepts to relate theory to practice.
- (e) An extensive literature which includes a critique of the model.

#### 2.2 Research

**2.2(a)** Research acquisition includes a critical understanding of the relevance of studies and research findings in human development, psychopathology, sexuality, ethics and social science.

**2.2(b)** Understanding of basic research techniques and their application to the investigation and evaluation of psychotherapeutic interventions from assessment to termination of treatment includes:



**2.2 (c)** Specifically addressing research into practice and requiring that Trainings provide sufficient opportunities for their students to develop the following capacities so that at the point of registration the potential registrant has a:

1. Basic understanding of different approaches to research to psychotherapy practice.
2. Capacity to critically understand a research report in relevant clinical and professional journals.
3. Capacity to evaluate the significance of research findings with respect to practice, and their practice.
4. Working knowledge of research findings in relation to assessment for therapeutic intervention, and a capacity to critique these.
5. Working knowledge of research findings regarding psychotherapy process and their implications for practice.

**2.3 Supervised practice of psychotherapy:**

**2.3 a** The supervised practice of psychotherapy is central to all UKCP accredited training programmes. While for some organisations and individuals there is scope for (or a requirement to) gain experience of working in a practice placement, this requirement is normally achieved through individual practice as a trainee psychotherapist supported by an appropriately trained, experienced and qualified *training* supervisor. This may occur either through appropriately supported and supervised independent practice or in a practice placement or through a combination of these approved by the relevant College / Section / Institutional Members.

**2.3 b** Where trainees are achieving their supervised practice through working in an organisational setting it is the responsibility of the training organisations to establish there is an appropriate number of qualified and experienced staff within that setting.

**2.3.c** Where practice placements form part of a UKCP training the setting for the placement must provide:

**2.3.c (i)** A safe environment

**2.3.c (ii)** Safe and effective practice

**2.3.c (iii)** Where trainees on UKCP accredited training programmes are participating in practice placements Training Organisations are responsible for ensuring that placements demonstrate the capacity to deliver learning, teaching and supervision designed to encourage safe and effective practice, independent learning and a high standard of appropriate professional conduct.

**2.4** Arrangements to ensure that the trainees can identify and manage appropriately their personal involvement in and contribution to the processes of the psychotherapies that they practice.

**2.4.a** The total number of hours of supervised clinical practice as a trainee psychotherapist required by trainings shall be clearly specified and be consistent with the requirements of the relevant College / Section / Institutional Member

**2.4.b** Trainings must provide clear guidance on what proportion of clinical practice can / must be gained in practice placements and what may / must be gained through supervised practice as an individual trainee psychotherapist.

**2.5** The levels established for 2.4.a and 2.4.b must support the achievement of the learning outcomes.

- 2.6** The Training Organisations must provide and operate an effective system for approving and monitoring all placements and supervisors for individual clinical practice.
- 2.6.a** Such systems should include clear criteria for approving placements and supervisors.
- 2.6.b** Systems should specify the minimum level of clinical supervision required for both placement based clinical practice and clinical practice undertaken independently as a supervised trainee psychotherapist.
- 2.7** Students, supervisors and practice placement providers must be fully prepared for placements, which will include having relevant information about and demonstrating an understanding of the following:
- 2.7.a** the learning outcomes to be achieved;
- 2.7.b** the timings and duration of any placement / supervised clinical practice and what records of placement / practice are to be maintained;
- 2.7.c** expectations for professional conduct and related processes for addressing concerns or complaints that arise in relation to the trainees' fitness to practice;
- 2.7.d** the assessment procedures including the implications of, and any action to be taken in the case of failure;
- 2.7.e** and includes communication and lines of reporting.
- 2.8** Unless other arrangements are specifically agreed with the relevant College / Section / Institutional Member, practice placement providers and supervisors of the clinical practice of trainees:
- 2.8.a** must have relevant qualifications and experience;
- 2.8.b** must have an appropriate, relevant and current professional registration;
- 2.8.c** must undertake appropriate practice placement provider / supervision training.
- 2.9** UKCP accredited training courses must be congruent with the values, principles, knowledge base and underpinning philosophical approach / approaches laid out by the relevant UKCP Section / College / Institutional Member and should be consistent with the aims of the curriculum guidance provided by UKCP's Education and Training Committee.
- 2.10** Training organisations should ensure that any learning or teaching methods associated with practice placements / supervised clinical practice, respect the rights and needs of patients or clients, trainees and colleagues.
- 2.11** Training providers should ensure that supervisors of trainees' practice or the providers of practice placements have appropriate equalities and diversity policies that include clear anti-discriminatory practice statements and guidance. It must be clear how these are monitored and put into action.
- 2.12** An introduction to the range of psychotherapies and counselling so that trainees may have an awareness of alternative treatments.
- 2.13** An opportunity for trainees to develop the capacity to recognise severely disturbed clients.
- 2.14** The development of ability to recognise when the practitioner should seek other professional advice.

### 3. Basic Requirements of Training Courses

- 3.1** The Training for Psychotherapists shall be at postgraduate masters or masters' equivalent level and is understood to be a specialist level of training.
- 3.1 (a)** The training for Psychotherapeutic Counsellors shall be at entry to the training NVQ level 5 or equivalent. Upon completion trainees will have attained a post-graduate diploma at NVQ Level 6 or equivalent.<sup>1</sup>
- 3.2** The length of training shall be appropriate to permit the consolidation and integration of theoretical knowledge and clinical experience and shall not normally be shorter than four years.
- 3.3** Each training course shall be validated by the Section to which the organisation belongs through the Training Standards or Accreditation Committee.
- 3.4** The validation of every training course shall be reviewed by the appropriate Section and the UKCP centre at intervals of not more than five years.
- 3.5** All Training courses shall have published criteria and procedures for selection of trainees.
- 3.6** Training courses shall publish the Code of Ethics and Practice to which they adhere.
- 3.7** Training courses shall have mechanisms for safeguarding the rights of students including consultation procedures and complaints and grievance procedures.
- 3.8** Trainee Handbook:
- 3.8(a)** Training courses shall publish a Trainee's Handbook that has clear information on the length and time frames of courses, a definition of supervised practice with clients, details of course requirements, curriculum and modes of assessment.
- 3.8(b)** Training Organisations shall clearly indicate where attendance is mandatory and shall be able to evidence attendance on all aspects of the training
- 3.8(c)** Where possible Training Organisations should seek to provide appropriate mechanisms for trainees to complete course elements that were deferred through agreement or missed as the result of acceptable extenuating circumstances. Where such mechanisms are used the criteria for accessing them and the process for recording and assessing their completion should be provided by the organisation
- 3.9** All courses shall 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 processes should describe the process, relevant criteria and provide scope for an appeal process. NB normally no more than 50% of any training should be achieved through any of the above.
- 3.10** UKCP Training Organisations must be able to demonstrate that their UKCP accredited training courses and course components are clearly addressed in their business plan. Organisations have a duty to consider and to take appropriate action in relation to the effects of business planning and activities (such as relocation, expansion, ability to remain in UKPC membership, sale or closure) on their accredited trainings and trainees.
- 3.11** UKCP Training Organisations must have and operate appropriate structures for governance and management that ensure the effective management of accredited trainings.

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<sup>1</sup> (Please note these levels refer to the recently revised NVQ levels and equivalents of the National Qualifications Framework)

- 3.12** UKCP Training Organisations should identify a named individual who holds responsibility for leading the programme. UKCP accredited courses should be led by appropriately qualified and experienced individuals, as defined by the relevant Section / College / Institutional Member.
- 3.12.a** Training Courses should have an acceptable number of appropriately qualified and experienced staff in place to delivery the program effectively:
- (i) This will mean that normally the majority of training staff are UKCP Registered.
  - (ii) This includes a contingency plan for the sudden loss of a member of staff and must ensure that staff complements remain viable for an acceptable staff to student ratio.
- 3.12.b** UKCP Training Organisations must ensure that the staff have an appropriate combination of relevant knowledge, experience and qualifications to deliver the elements of the training for which they are responsible.
- 3.12.c** Training Organisations must have and operate relevant criteria and procedures for the selection of staff and maintain records of how selection criteria were met at appointment.
- 3.12.d** Organisations must be able to evidence how they monitor diversity and equalities in relation to applicants and appointed staff. In addition, organisations should have appropriate strategies in place to respond in a way that is reasonable and proportionate to the information provided by that monitoring.
- 3.13** **3.13 (a)** UKCP Training Organisations should make appropriate provision for continuing staff development.
- 3.13 (b)** Organisations must ensure that records are maintained of how training staff may be supported to allow them to continue to meet relevant criteria over time.
- 3.14**
- 3.14 (a)** UKCP Training Organisations should ensure that relevant, current and sufficient resources are provided to support students' development throughout their training.
- 3.14 (b)** Organisations must be able to demonstrate how the resources provided under (a) are effectively utilised in all aspects of the training.
- 3.15**
- 3.15 (a)** UKCP Training Organisations should demonstrate that appropriate facilities to ensure the well-being and welfare of trainees and staff are in place and that they are relevant, adequate and accessible.
- 3.15 (b)** Provision must be congruent with current best practice and all relevant legislation.
- 3.16** UKCP Training Organisations should be able to evidence that they have obtained informed consent from trainees in relation to any participation as patients or clients in practical and clinical teaching and in relation to any relevant experiential or group work incorporated into the training.
- 3.17** UKCP Training Organisations should ensure that appropriate and proportionate provision is made for the academic and pastoral support for trainees and staff.
- 3.18** Training Organisations must ensure that the resources provided to trainees and staff are adequate to effectively support the learning, development and teaching activities for the program
- 3.19** These learning resources would be considered to include: the stock of periodicals and subject books, and IT facilities, including internet access. They must be appropriate to the curriculum and must be readily available to students and staff.

## 4. Assessment

- 4.1 Each training course shall have a properly constituted body for the assessment of students.
- 4.2 The modes of assessment, such as supervisors' reports, portfolios, written examinations, essays and writing in papers, and the criteria of assessment, must be clearly set out and made available to trainees.
- 4.3 Assessment must be linked to clearly set out Training Outcomes, both generic and section specific, relating to the knowledge base, clinical skills and the context of practice.
- 4.4 The objectives of assessment are to ensure clinical 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.
- 4.5 Assessment design must be fair to candidates and consistent across different orientations and training routes.
- 4.6 There must be provision for the external assessment of both theory and practice by practitioners qualified and experienced in the theoretical model being taught.
- 4.7 Trainees must be provided with sufficient regular feedback to allow them to assess their own strengths and developmental needs.
- 4.8 Training courses shall have published appeal procedures in the event of disagreement over assessment.
- 4.9 Assessment procedures should be designed to ensure that trainees can demonstrate fitness to practise as a psychotherapist.
- 4.10 The methods of assessment used should measure the achievement of learning outcomes relevant to safe, effective practice as a psychotherapist.
- 4.11 All assessment measures should be consistent with an effective and rigorous process through which it is possible to demonstrate compliance with external reference frameworks.
- 4.12 Assessment for progression and measurement of performance for trainees should be an integral element of the wider process of evaluation, monitoring and development, and should employ objective criteria in addition to any relevant qualitative records.
- 4.13 UKCP Training Organisations 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.
- 4.14 The expectations relating to a psychotherapist'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.
- 4.15 Organisations should ensure that their handbooks or guidance documents clearly describe the assessment requirements for:
  - a. Progress within and between each stage of the programme;
  - b. Measuring achievement within the training;
  - c. Determining Fitness to enter the UKCP Register – including clarification that an aegrotat award can not provide eligibility for admission to the Register;
  - d. Clear procedures for trainees to appeal in relation to assessment procedures or outcomes, and through which trainees may raise matters of concern or complaint in relation to 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 trainees with the examiner, where relevant).

## **5. Qualifications and Registration**

- 5.1** Training organisations shall specify whether qualification coincides with recognition of candidates as eligible for Registration by UKCP.
- 5.2** Where qualification and registration do not coincide, organisations are to specify what further professional development is required for registration.
- 5.3** 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.
- 5.4** Where qualification and Registration do not coincide, the process of assessment of readiness for Registration shall correspond in general to the requirements of Section 3 above.
- 5.5** Training Organisations must demonstrate how the learning outcomes associated with their accredited training(s) support graduates in meeting the UKCP's and relevant UKCP Section / College / Institutional Member standards of proficiency for registration.

## **6. Continued Professional Development**

- 6.1** Training organisations shall bear in mind a commitment to life long learning and the need for monitoring practice for the best protection of the public.
- 6.2** Each training organisation should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.
- 6.3** Training organisations should encourage their graduates actively to consider their continuing professional development needs.
- 6.4** Training Organisations must make provision for the continued professional development of their graduates.

# **Appendix B**

## **List of UKCP Member Organisations**

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## **1. UKCP Council of Psychoanalysis and Jungian Analysis Section**

**Arbours Association ARBS**

Training

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**Association for Group and Individual Psychotherapy AGIP**

Training and Accrediting

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**Association of Independent Psychotherapists AIP**

Training

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**Association of Jungian Analysts AJA**

Training

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**British Association of Psychoanalytic and Psychodynamic Supervision BAPPS**

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**Cambridge Society for Psychotherapy CSP**

Training

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**Centre for Attachment-Based Psychoanalytic Psychotherapy CAPP**

Training and Accrediting

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**Centre for Freudian Analysis and Research CFAR**

Training and Accrediting

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**Caspari Foundation CFET**

Training

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**Canterbury Consortium of Psychoanalytic and Psychodynamic Psychotherapists  
CCOPPP**

Training

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**Confederation for Analytical Psychology CAP**

Accrediting

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**Forum for Independent Psychotherapists FIP**

Accrediting

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**Foundation for Psychotherapy and Counselling FPC**

Accrediting

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**Group Analysis South West GASW**

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**Guild of Psychotherapists GUILD**

Training

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**Hallam Institute of Psychotherapy HIP**

Accrediting



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**Institute of Group Analysis IGA**  
Training

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**Independent Group of Analytical Psychologists IGAP**  
Training

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**Institute of Psychotherapy and Social Studies IPSS**  
Training

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**Liverpool Psychotherapy Organisation LPO**  
Training is at Merseyside Psychotherapy Institute

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**Nafsiyat NAFSI**  
Training

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**North West Institute for Dynamic Psychotherapy NWIDP**  
Training and Accrediting

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**Philadelphia Association PA**  
Training

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**Site for Contemporary Psychoanalysis SITE**  
Training

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**Society of Couple Psychoanalytic Psychotherapists SCPP**  
Accrediting

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**South Trent Training in Dynamic Psychotherapy STTDP**  
Training

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**Tavistock Centre for Couple Relationships TMSI**  
Training

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**West Midlands Institute of Psychotherapy WMIP**  
Training and Accrediting

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**Westminster Pastoral Foundation (Counselling and Psychotherapy) WPF**  
Training and Accrediting via FPC

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**Women's Therapy Centre WTC**

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## **2. UKCP Behavioural and Cognitive Psychotherapy Section**

**Association of Rational Emotive Behaviour Therapy AREBT**  
Accrediting

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### **3. UKCP Experiential Constructivist Therapies Section**

**British Autogenic Society BAS**

Training

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**Neuro Linguistic Psychotherapy Counselling Association NLPtCA**

Accrediting

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**PCP Education and Training (Personal Construct Association) PCP**

Training

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**Society for Existential Analysis SEA**

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**Tara Ropka Therapy Association TRTA**

Training

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### **4. UKCP Family, Couple, Sexual and Systemic Therapy Section**

**Association for Family Therapy AFT**

Accrediting

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**British Association for Sexual and Relationship Therapy BASRT**

Accrediting

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**Family Institute FIC**

Training

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**Institute of Family Therapy IFT**

Training

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**KCC Foundation KCC**

Training

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### **5. UKCP Humanistic and Integrative Psychotherapy**

**Association for Cognitive Analytic Therapy ACAT**

Training and Accrediting

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**Bath Centre for Psychotherapy and Counselling BCPC**

Training and Accrediting

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**British Psychodrama Association BPA**

Accrediting

---

**Cambridge Body Psychotherapy Centre CBPC**

Training and Accrediting

---

**Centre for Counselling and Psychotherapy Education CCPE**

Training and Accrediting

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**Centre for Transpersonal Psychology CTP**

Accrediting

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**Chiron Association for Body Psychotherapists CABP**  
Accrediting

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**Chiron Centre for Body Psychotherapy CCBP**  
Training and Accrediting

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**The Gestalt Centre London GCL**  
Training and Accrediting

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**Gestalt Psychotherapy and Training Institute GPTI**  
Training and Accrediting

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**Guild of Analytical Psychology and Spirituality GAPS**

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**Institute for Arts in Therapy and Education IATE**  
Training and Accrediting

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**Institute of Psychosynthesis IPS**  
Training and Accrediting

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**Institute of Transactional Analysis ITA**  
Accrediting

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**Karuna Institute KI**  
Training and Accrediting

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**London Association of Primal Psychotherapists LAPP**  
Training and Accrediting

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**London School of Biodynamic Psychotherapy LSBP**  
Training

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**Metanoia Institute MET**  
Training and Accrediting

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**Minster Centre MC**  
Training and Accrediting

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**Northern Guild for Psychological Services NGP**  
Training and Accrediting

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**Psychosynthesis and Education Trust PET**  
Training and Accrediting

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**School of Psychotherapy and Counselling at Regents College SPCRC**  
Training and Accrediting

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**Re-Vision REV**  
Training and Accrediting

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**Scarborough Psychotherapy Training Institute ScPTI**

**Sherwood Psychotherapy Training Institute SPTI**  
Training and Accrediting

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**Spectrum SPEC**  
Training and Accrediting

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**Temenos TEM**  
Training and Accrediting

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**Terapia TER**

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**UK Association of Humanistic Psychology Practitioners UKAHPP**  
Accrediting

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## **6. UKCP Hypno-Psychotherapy Section**

**Awaken School of Outcome Oriented Psychotherapies ASOOP**  
Training and Accrediting

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**Beeleaf institute for Contemporary Psychotherapy BICP**  
Training and Accrediting

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**National College of Hypnosis and Psychotherapy NCHP**  
Training

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**National HypnoPsychotherapy Council NHPC**

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**National Register of Hypnotherapists and Psychotherapists NRHP**  
Accrediting

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**National School of Hypnosis and Psychotherapy N-SHAP**  
Training

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## **7. UKCP Psychotherapeutic Counselling Section**

**Association of Counsellors and Psychotherapists in Primary Care CPC**

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## **8. Institutional Members**

**British Association for Behavioural and Cognitive Psychotherapies BABCP**

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**Universities Psychotherapy and Counselling Association UPCA**  
Accrediting

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## **9. Special Members**

**British Psychological Society BPS**

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**Royal College of Psychiatrists RCP**

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## **10. Friend of the Council**

**British Association for Counselling and Psychotherapy BACP**

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