

UKCP Standards of Education and Training (2019)

The Minimum Core Criteria

Child Psychotherapy



Introduction

UKCP has agreed principles on which to base its Training Standards as well as policies to regulate them across all psychotherapy modalities. These principles and policies concern UKCP's Education, Training and Practice Committee, the Colleges' Training Standards Committees, Accreditation Committees and the individual training organisations which devise and run child psychotherapy training courses leading to UKCP registration.

Each College whose training organisations deliver child psychotherapy training has its own Standards of Education and Training for child psychotherapy (whether stand alone or combined with other SETs), which must adhere to this document.

This document sets out:

- The General Principles on which all child psychotherapy 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 Psychotherapist. A UKCP Child Psychotherapist is a psychotherapist who has met all the core SETs defined in this document, and who has demonstrated the skills and criteria necessary to work with children and young people up to their 18th birthday. This document defines the minimum core criteria for all Child Psychotherapists.

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 both adults and children.

The term 'child' will be used throughout this document when referring to children and adolescents 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 Psychotherapist (e.g. parent-infant, adolescent, etc.) must be articulated by Colleges as appropriate.

General Principles

The following General Principles have been agreed:

- 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.
- Trainings must be informed by theory and research and be practice-based.
- Trainings must be related to clinical work in occupational settings.
- UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must provide transparency and accountability in their assessment processes.
- UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must operate within the UKCP code of ethics, and an equalities and diversity framework.

Key Principles in Child Psychotherapy

Child psychotherapy 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 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 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, 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

- 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.
- The Terms of Reference of ETPC can be found in a separate document, approved by the Board of Trustees.
- The colleges' Education and Training Committees or Accreditation Committees monitor and review all approved courses leading to an individuals' registration as a UKCP Child Psychotherapist. 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 UKCP Child Psychotherapist. 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.

- 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 candidate has met the level of standards of education and training (SET) set out in this document and the relevant college SET documents.
- 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.
- 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.
- 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.
- 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.

B. Basic Requirements: these apply to Child Psychotherapy training within all modalities

1. General

- 1.1. Colleges intending to accredit child trainings must first develop child specific College SETs which have been approved by the Education, Training and Practice Committee (ETPC). Where the College has additional descriptors, these need to meet the minimum criteria specified in this document, as well as descriptor specific criteria.
- 1.2. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must publish and adhere to the UKCP code of ethics, Child Supervision SETs, Child Training Placement requirements, Criteria for Mental Health Component in UKCP Accredited Child Trainings.
- 1.3. The training for Child Psychotherapists shall be at Postgraduate Masters' or Masters' equivalent level and is understood to be a specialist level of training.
- 1.4. The length of training shall be adequate to permit the consolidation and integration of theoretical knowledge and clinical experience. It shall not normally be shorter than four years or longer than ten. The length of training (years/hours) must be explicit. The complexity and scope of child psychotherapy training will necessitate a minimum of 600 taught student/tutor contact hours. These hours exclude all clinical supervision and any clinical or non-clinical placements, personal therapy or personal development groups.
- 1.5. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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, training organisations must seek to provide appropriate mechanisms for students and 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 must be provided by the organisation.
- 1.7. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings shall publish the Code(s) of Ethics and Professional 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 Psychotherapists or accredit Child Psychotherapy trainings must be able to demonstrate that their UKCP 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 Psychotherapists or accredit Child Psychotherapy 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 Child Psychotherapists or accredit Child Psychotherapy 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 selection of students.
- 2.2. Ensure that entry is at a postgraduate level of competence.
- 2.3. Incorporate the current legal requirements in the area of Disclosure and Barring in the assessment of the suitability of candidates.
- 2.4. Each child psychotherapy candidate 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.
- 2.5. Have systems for candidates to demonstrate that they have personal qualities that make them suitable for the profession of child psychotherapy. 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 psychotherapy trainee, and that this be part of any advertising material.
- 2.6. Have systems for candidates to demonstrate that they have relevant experience of working with people in a responsible role.

- 2.7. Have systems for candidates to demonstrate that they have an adequate command of written and spoken English (disability and equalities exceptions/adaptations to requirement will always apply).
- 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 Psychotherapists or accredit Child Psychotherapy trainings must have, publish and apply clear criteria relating to relevant disabilities or 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 Psychotherapists or accredit Child Psychotherapy trainings must have an appropriate and up-to-date published policy covering diversity and equalities.
- 3.3. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must also have published procedures to ensure that candidates, 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 Psychotherapists or accredit Child Psychotherapy trainings must ensure that they have appropriate processes for gathering relevant diversity and equalities data in relation to candidates, students, trainees and staff. They must be able to evidence how this data is used.

4. The Minimum Curriculum

4.1. Theory and Practice

Child Psychotherapy trainings must incorporate the study of and critical reflection on the theory and practice of child psychotherapy from referral to ending and must include:

4.1.1. Core Theoretical Model of child psychotherapy and the philosophical underpinning of how children develop, challenges or difficulties that may be encountered, and a theory of change.

4.1.2. The historical development of child psychotherapy, including a range of other theoretical modalities and the strengths and limitations of own core modalities.

4.1.3. Child Development, including:

- a) Theories of development.
- b) Domains of development, including physical, neurophysiological, cognitive, emotional, social- relational, spiritual and self-development.
- c) Recognising the signs of developmental delay.
- 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, including simultaneous and dyadic/triadic work.
- j) Extensive literature which includes a critique of the above models.

4.2. Observation Studies

4.2.1. Observation studies are a critical component of a child psychotherapy training and must include observation for a sustained period of time. Colleges must define criteria for the nature and length of required observation hours.

4.2.2. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must provide a rationale for the way in which observational studies are managed and requirements met.

4.3. Competence in a range of child specific contexts including:

4.3.1. Understanding the position of the child in the family or caring network, as well as the wider social context.

4.3.2. Understanding the relative importance of peer and community influence.

4.3.3. 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.

4.3.4. An understanding of the potential impact on clinical work of the systems and organizational dynamics in which it takes place.

4.3.5. Forging and sustaining respectful relationships across agencies and with parents/carers.

4.3.6. Framework for decisions regarding case referral including effective cross-agency referral processes.

4.3.7. Knowledge of the range of changing professional terms, abbreviations and acronyms used within different agencies.

4.3.8. Clear and professional written and oral communication appropriate to context.

4.3.9. Supporting and representing the voice and needs of the child from conception to adulthood.

4.3.10. Capacity to manage and negotiate conflicting agendas in the interest of the child.

4.3.11. Understanding the role of advocacy and being able to recognise when it is needed.

4.3.12. Managing different types of professional and therapeutic contract.

4.4. Identity Development

4.4.1. Familiarity / awareness / consideration of the factors contributing to the life and experience of the child client.

4.4.2. Awareness of potential barriers to the therapeutic process emerging from the life experience and world view of the therapist.

4.4.3. Understanding the process of identity development taking into account:

- a) Family, community & culture.
- b) Framework of beliefs, values & religion.
- c) Stages of development.

- d) Sex, developing sexuality and gender identity.
- e) Life events, experiences and trauma.
- f) Group identification (e.g. peers, gangs, interest groups).
- g) The role of technology and social media.
- h) Transgenerational factors.
- i) Discrimination.
- j) Disability.
- k) Global influences.

4.4.4. 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.

4.5. Research, evaluation and outcome monitoring

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

- 4.5.1. Knowledge and understanding of basic research approaches and techniques, and their application to the investigation and evaluation of child psychotherapeutic process and outcomes.
- 4.5.2. Learning to read, understand and critically evaluate research in relation to child psychotherapy.
- 4.5.3. A working knowledge of research relevant to their modality and their own practice.
- 4.5.4. Knowledge of emerging fields of research and evidence based practice related to child development and child psychotherapy.
- 4.5.5. Competence in the use of outcome measures in ensuring effective practice.

4.6. Diversity and equality criteria

Child psychotherapy 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 Psychotherapists or accredit Child Psychotherapy trainings must ensure that students and trainees develop:

- 4.6.1. 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 equality legislation as a minimum benchmark for understanding these issues.
- 4.6.2. Critical understanding of cultural, racial, socio-economic, gendered, heteronormative and dis/ability bias in the theory and culture of psychotherapy and when it is necessary to challenge these biases.
- 4.6.3. A research-informed 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.
- 4.6.4. 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 and assumption as they impact psychic and social development, and shape the child's life experience.
 - 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.
- 4.6.5. 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.
- 4.6.6. 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 child psychotherapy, service provision, training and supervisory frames.
- 4.6.7. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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 children, students, trainees and colleagues.

4.7. Legal Issues

- 4.7.1. The laws and key policy areas related to children, including the most current legislation.
- 4.7.2. Government and local guidance policies and procedure and how they apply in the wider working environment.
- 4.7.3. Compliance with up-to-date data management legislation.
- 4.7.4. Current legislation and the common law duty of confidentiality and legislation which specifically restricts the disclosure of certain information.
- 4.7.5. Understanding the rights and responsibilities of the Child Psychotherapist relating to third party requests for information/records.
- 4.7.6. Understanding of children's rights, including their right to support and professional psychotherapy services appropriate to their needs.

4.8. Ethical Issues

- 4.8.1. Trainings must ensure that students are familiar with the UKCP code of ethics.
- 4.8.2. The UKCP code of ethics must be integrated throughout training.
- 4.8.3. Time and space must be provided for reflective consideration of ethical issues.

4.9. Safeguarding and Child Protection

- 4.9.1. Trainings must ensure that they equip students/trainees to work in particular settings and to understand how to ensure compliance with safeguarding rules in accordance with that setting.
- 4.9.2. Knowledge of child protection legal frameworks, procedures and protocols specific to the context and use of terminology across agencies.
- 4.9.3. Students / trainees must be equipped to understand their responsibilities in relation to relevant and up-to-date safeguarding legislation and the changing context of mandatory reporting.
- 4.9.4. Making considered judgements about how to act to safeguard and promote a child's welfare.
- 4.9.5. An understanding of the impact of disclosure and the ability to manage upsetting situations and access necessary support.

4.9.6. 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.

4.9.7. Clinical risk assessment.

4.9.8. 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.

4.9.9. Safe management of the child psychotherapy setting including consideration of:

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

4.10. Security and confidentiality in the use of technology

4.10.1. Trainings must equip students with the ability to assess risk. Students must 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) Email protocols.
- d) Innovative technology including apps and web-based tools in clinical practice.
- e) Payment processes.

f) Practice management.

g) The implications of local jurisdiction and working internationally.

4.11. Personal Therapy and Development

Trainings must ensure that students:

4.11.1. Gain an understanding of self-reflective process in recognition of the necessity for psychological maturity.

4.11.2. Develop and strengthen practical creativity, flexibility, self-motivation, autonomy and the ability to work proactively.

4.11.3. Possess appropriate emotional competency and emotional warmth in relation to children, including the capacity to explore and resolve personal issues arising from engaging in therapeutic work with children.

4.11.4. 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 psychotherapy 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, 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 this requirement.

5. Mental Health Familiarisation Criteria

Mental Health Familiarisation is a required component of UKCP accredited trainings.

5.1. UKCP recognises the evolving field in which mental health services are delivered to children, young people and their families, and the impact of socio-political forces on service provision. Accreditation with UKCP is at Masters Level or equivalent and the title of 'Psychotherapist' assumes some generic knowledge and understanding about how differing models of personhood and community understand mental wellbeing and mental health issues.

5.2. College-level SETs will have specific criteria on how to approach curriculum content in this area. This must include the opportunity to achieve practical experience which might include multi-disciplinary and systemic practice around the child within the context of the trainee's clinical placement, but must not include clinical practice hours. This must involve a cumulative total of no less than 60 hours, in contexts where child and/ or family mental health is a factor over the period of training and can include:

- Discussions with mental health professionals such as psychiatrists, clinical psychologists, GPs etc.
- Looked After Child (LAC) reviews
- Education, Health & Care Plan (EHCP) meetings
- Case conferences
- Multi-agency and Team Around the Child (TAC) meetings

5.3. These hours must be evidenced and assessed against the criteria detailed below and include a range of no less than 4 case examples. We expect that all UKCP accredited Child and Young Persons Psychotherapy trainings will embrace the following:

5.4. **Awareness of Diagnosis and Treatment**

5.4.1. This should include knowledge and awareness of:

- a) Diagnosis in line with DC:0-5/ICD/DSM categories (for adults and children).
- b) Treatment in the context of UK mental health care services including NICE guidelines.

5.4.2. This will also include an understanding of and experience with:

- a) How mental health issues are classified.
- b) How to recognise the early signs / onset of complex, significant or enduring mental health issues.
- c) Differential possibilities attributable to manifest behaviours (e.g. trauma, abuse, dissociations, sensory processing, attachment, Autistic Spectrum Disorders).
- d) Understanding of the consequences of labelling and diagnosis for the child / parent / others both in the present and for their lives.
- e) The functioning of the different services in order to manage case referrals appropriately.
- f) The importance of the functioning of the child's environment (home, school, care context etc.) in the support and management of their difficulty.
- g) Consequences of parental mental, emotional or physical health on child well-being.

- h) Impact of minority status, diversity, sexuality and poverty on the diagnosis and management of children's mental health.
- i) Social, political, cultural and financially motivated trends of diagnosis.
- j) Impact of transition between levels of service as a result of the growth of the child.
- k) Role and use of medication/treatment to manage child mental health, emotional and behavioural issues.
- l) Extent to which the child's voice is taken into account, the role of advocacy and the impact of this on the child.

5.5. A Range of Models of Assessment

5.5.1. Training Organisations will ensure that students and trainees gain a critical understanding of a range of models of assessment. Models of assessment will include (but not be restricted to) learning about how the medical model understands mental wellness and mental health issues.

5.5.2. A medical model of assessment will include as a minimum, coverage of the following in its curriculum:

- a) Assessment and formulation.
- b) The place of safeguarding and risk in assessment.
- c) Diagnosis and classification of mental health issues.
- d) Collaborative care: access to appropriate services.
- e) Recognising complex, significant and enduring mental health issues.

5.6. Working Within a Social Responsibility Framework

5.6.1. Child Psychotherapists will require an understanding of their role within a system of restoring balance and justice towards better treatment of people with exceptional needs and prevention of additional mental health distress caused by normative social expectation and exclusion.

5.6.2. Opportunity for trainees to develop this contextual reflexivity should include as a minimum relevant coverage of the following:

- a) Historically and culturally sited models of mental health, mental health issues and mental health care.
- b) The influence of socio-economics, class, gender, disability, age, culture, religion,
- c) displacement, race and sexuality on the incidence, definition, diagnosis and treatment of mental health issues and mental health.
- d) The intensifying impact of intersectionality (where a child/young person/family belongs to more than one marginalised group).
- e) Familiarity with the role of minority community organisations and mental health advocacy organisations and how to engage with them.
- f) Practices for non-discriminatory service provision.

5.7. Working Within a Wider System of Care

5.7.1. Child Psychotherapists will require knowledge, understanding and experience that equips them to work within or alongside other mental health services, with clients who have extraordinary needs and with family members of mental health service users.

Trainees should therefore be introduced to the wider contexts and considerations of mental health provision, in order to develop sensitive and reflexive practice of psychotherapy appropriate to the needs of children and families who experience greater social, emotional and mental distress.

5.7.2. This would include understanding and appreciation of, and experience with:

- a) The role and impact on mental health service users and their families of diagnosis, stigma, normativity and minority experience.
- b) The specific impact of receiving a diagnosis.
- c) Different professional and personal roles in mental health care.
- d) The psychotherapist's role in provision of collaborative care.
- e) The psychotherapist's role in provision of non-discriminatory service.
- f) The relationships between mental health professionals, education, social care, youth, community leaders and criminal justice systems.

- g) The role of medication (prescribed and non-prescribed), and its impact.
- h) Ethical and Legal considerations pertaining to the above, including appropriate familiarity relevant current legislation pertaining to children and families

6. Clinical Placement Practice of Child Psychotherapy

- 6.1. Clinical placement practice refers to the range of contexts and settings in which trainee Child Psychotherapists work and practice prior to registration. This is achieved through a combination of approved practice settings.
- 6.2. Practice placements for child psychotherapy must not include independent private practice.
- 6.3. Training organisations must provide and operate an effective system for approving and monitoring all placements and supervisors for individual clinical practice.
- 6.4. 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 rationale, theory, philosophy and methodology of the training.
 - c) The timings and duration of any placement/supervised clinical practice and what records of placement/practice are to be maintained.
 - d) What is expected in terms of professional conduct, and the processes for addressing concerns or complaints about the students' and trainees' fitness to practice.
 - e) Assessment procedures, what the implications are for failure and any action to be taken in the case of failure.
 - f) Agreed methods of communication and lines of reporting.
- 6.5. Clinical practice and supervision of child psychotherapy is central to the training of UKCP Child Psychotherapists. 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:

6.5.1. The professional role of the Child Psychotherapist.

6.5.2. Psychotherapeutic Skills, including:

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

6.5.3. Therapeutic relationship and process .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

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

6.5.5. Managing boundaries in a context and age appropriate manner, including the boundaries of the therapeutic process itself (beginning, middle, and end).

6.5.6. Case formulation and psychotherapy plan, including:

- a) Modes of assessment.
- b) Clear rationale for work with complex problems.
- c) Recognising limits of competence.
- d) Appropriate referral procedures.

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- 6.5.7. Role of the unconscious or modality specific consideration of material outside of awareness
- 6.5.8. Understanding the child's inner world and its impact on the therapeutic relationship and external world.
- 6.5.9. 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.
- 6.5.10. Capacity to understand and work with the communications of the child, for example; imagery, metaphor, behavioral enactments.
- 6.5.11. Ability to tolerate the distress engendered by the work of child psychotherapy
- 6.5.12. Ability to work with different types of therapeutic relationship and understand their impact and purpose.
- 6.5.13. The use of technology in child psychotherapy.
- 6.6. Supervised clinical practice placements requirements:
- a) A minimum of 450 supervised client hours to include between 50-100 adult/parent/carer hours.
 - b) Short & long term child psychotherapy (long term refers to work lasting at least 1 year).
 - c) Work with clients across the full age range, from conception to adulthood.
 - d) Placements in at least 2 different contexts (e.g. education; NHS; voluntary sector; therapeutic community).
- 6.7. Clinical supervision must be with a UKCP Child Psychotherapist trained in supervision or an experienced ACP Child Psychotherapist. It is the responsibility of the training provider to ensure that their approved child psychotherapy supervisors are competent for the task.
- 6.8. The supervision ratio must be 1:4 for the first 100 hours of clinical practice, and thereafter 1:6 at the discretion of the supervisor/OM.
- 6.9. Supervision arrangements must be managed in accordance with UKCP child supervision documents and policies.
- 6.10. 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.
- 6.11. UKCP Organisational Members that train Child Psychotherapists or accredit Child

Psychotherapy trainings must be aware of diversity issues when selecting or recommending supervisors to their trainees.

6.12. Supervision must address safeguarding and risk assessment issues.

6.13. Trainees must be able to use supervision appropriately

7. Maintaining a Safe Learning Environment

- 7.1. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings shall have mechanisms for safeguarding the rights of students and trainees. This must include readily-available consultation procedures, complaints and grievance procedures.
- 7.2. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must be able to evidence that informed consent has been obtained 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.
- 7.3. Training organisations must be respectful and responsive to the lived experience of students who are participant in experiential teaching and learning methods and approaches.

8. Trainee Handbook

- 8.1. Training courses shall publish a Trainee's Handbook that has clear information on all aspects of the course. This must include what is expected of students/trainees, the length and timeframes of courses, a definition of supervised practice with clients, details of course requirements, curriculum and modes of assessment.

9. Staffing and Resources

- 9.1. Training organisations must identify a named individual responsible for leading the programme. UKCP accredited child psychotherapy courses must be led by appropriately qualified and experienced individuals, as defined by the relevant college/organisational member.
- 9.2. Training courses must have an acceptable number of appropriately qualified and experienced staff in place to deliver the programme in accordance with the requirements of specialist child psychotherapy.

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- a) This will mean that normally the majority of training staff are UKCP registered 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. This will normally involve no more than 20% of the overall student /tutor contact being in the form of large group lectures and no less than 20% of the overall time involving small group facilitation (e.g. infant observation seminars, oral case presentations). The staff student ratio for the remaining 40% of staff student contact hours will not normally exceed an overall ratio of 1:16. In all cases training organisations need to provide a rationale for the way staff student ratios are managed.
- 9.3. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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.
 - 9.4. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must have and operate relevant criteria and procedures for selecting staff and maintaining records of how selection criteria were met at appointment.
 - 9.5. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must be able to evidence how they monitor diversity and equalities in relation to candidates 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.
 - 9.6. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must make appropriate provision for continuing staff development.
 - 9.7. Appropriate support and documentation must be provided to all staff and appropriate records kept of staff contracts, appraisals and performance issues.
 - 9.8. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that relevant, current and sufficient resources are provided to support student and trainee development throughout their training.
 - 9.9. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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. The complexity of child psychotherapy favours a face to face learning environment, and any exception to this needs to be clearly justified.

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- 9.10. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must demonstrate that there are appropriate facilities to ensure the well-being and welfare of students, trainees and staff and that these are relevant, adequate and accessible.
- 9.11. Training provision must be congruent with current best practice and all relevant legislation.
- 9.12. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that appropriate and proportionate academic and pastoral support for students, trainees and staff is provided.
- 9.13. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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 program. These would normally 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, trainees and staff.
- 9.14. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must be able to demonstrate how the resources provided under points 8.13 are effectively utilised in all aspects of the training.

10. Assessment

- 10.1. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that there is a properly constituted body for assessing students and trainees.
- 10.2. The modes of assessment (practical and academic) and the assessment criteria, must be clearly set out and made available to students and trainees.
- 10.3. There must be a range of modes of assessment and scope for reasonable adjustments to address different learning styles and take into account personalised learning needs.
- 10.4. Assessment modes must include a significant research-based project which may be a dissertation, an extended case study or a literature review.
- 10.5. Assessment must be linked to clearly set out generic and college-specific learning outcomes relating to the knowledge base, clinical skills and context of practice.
- 10.6. The assessment objectives are to ensure clinical and professional competency within the context of child psychotherapy theory, skills and ethical practice. The modes of assessment and the criteria for assessment must relate to these objectives.

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- 10.7. Assessment design must be fair to students and trainees and consistent across different orientations and training routes.
- 10.8. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that assessments of theory and practice to be independently verified. This must be carried out by practitioners qualified and experienced in the theoretical model being taught. They may be an external examiner.
- 10.9. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings ensure that there is provision for preparing and training assessment staff, and opportunities for regular organisational development of assessment skills.
- 10.10. Students and trainees must be provided with sufficient regular feedback to allow them to assess their own strengths and developmental needs.
- 10.11. Assessment procedures must be designed to ensure that students and trainees can have clear opportunities to demonstrate fitness to practise as a Child Psychotherapist.
- 10.12. Assessment methods must measure that students/trainees achieve learning outcomes relevant to safe, effective practice as a Child Psychotherapist.
- 10.13. 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 masters' level or equivalent.
- 10.14. 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.
- 10.15. In order to enter the UKCP register, students on UKCP accredited trainings need to meet a minimum 50% pass threshold in all components of all modules. Aggregate or aegrotat award cannot provide eligibility for admission to the UKCP register.
- 10.16. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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.
- 10.17. The expectations relating to a Child 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.
- 10.18. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that handbooks and 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).

11. Qualifications and Registration

- 11.1. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings shall specify whether qualification coincides with recognition of candidates as eligible for registration as Child Psychotherapists by UKCP.
- 11.2. Where qualification and registration do not coincide, organisations must specify what further professional development is required for registration.
- 11.3. 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.
- 11.4. 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.
- 11.5. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy 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 child psychotherapy registration.

12. Continued Professional Development

- 12.1. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings shall demonstrate a commitment to lifelong learning relevant to the field of child psychotherapy.

- 12.2. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings shall demonstrate an understanding of the need for monitoring practice for quality assurance, safeguarding and the best protection of the public.
- 12.3. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.
- 12.4. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must encourage their graduates actively to consider their continuing professional development needs.

13. Specific Training

- 13.1. If a UKCP training intends to qualify students to work with a particular client group/issue for which specific UKCP SETs have been created, then these SETs must be met.
- 13.2. The onus is on UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings to be explicit regarding limits of ethical practice and the ensuing responsibility of the Child Psychotherapist to recognise the additional needs of specific client groups in order to identify additional specialist training requirements.
- 13.3. The onus is on training organisations to be explicit as to the emphases of their base training in order to ensure that students and trainees 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:

- Social media policy
- Data management and retention policy
- Safeguarding policy that fits with generic and college specific requirements and those of the setting(s) that their graduates work in
- Appeals policy
- Complaints procedure (for complaints against trainees, tutors and supervisors)
- Complaints procedure (for complaints against the organisation)
- Grievance procedure
- Health and safety policy
- Diversity and equality policy
- APL/APEL policy
- Code of Ethics and Practice
- CPD policy
- Training placement guidelines