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

5.6. Self-reflection, Personal Therapy and Development

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

5.6.2. Trainings must ensure that students:

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

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

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

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

5.7. Security and Confidentiality

5.7.1. Trainings must equip students with the ability to assess risk. Students need to be taught how to develop their own policy and practice that is compliant with legislation and the UKCP code

of ethics. This must take into account:

- a) Social media.
- b) Phone and messaging technology.
- c) Data protection regulations and principles, including data management and retention, and protocols for sharing of data.
- d) Email protocols.
- e) Innovative technology including apps and web-based tools in clinical practice.
- f) Payment processes.
- g) Practice management.
- h) The implications of local jurisdiction and working internationally.

6. Supervised Practice of Psychotherapeutic Counselling

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

6.1.1. The professional role of the Child Psychotherapeutic Counsellor.

6.1.2. Psychotherapeutic Skills, including:

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

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

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

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

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

6.1.6. Case formulation and psychotherapeutic counselling plan, including:

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

6.1.7. Role of the unconscious or modality specific consideration of material outside of awareness.

6.1.8. Understanding the child's inner world and its impact on the therapeutic relationship and external world.

6.1.9. Practical skill and competence in working with the full range of transition situations, in terms of managing information, providing support and undertaking a therapeutic process with adequate timeframes for preparation for change.

6.1.10. Capacity to understand and work with the communications of the child, for example; imagery, metaphor, behavioural enactments.

6.1.11. Ability to tolerate the distress engendered by the work of child psychotherapeutic counselling and to seek appropriate support as needed.

6.1.12. Ability to work with different types of therapeutic relationship and understand their impact and purpose.

6.1.13. The use of technology in child psychotherapeutic counselling.

- 6.2. Practice placements for child psychotherapeutic counselling must not include independent private practice.
- 6.3. Where students and trainees achieve supervised practice through working in an organisational setting, training organisations are responsible for ensuring appropriately qualified and experienced staff are available within that setting.
- 6.4. All supervision arrangements must be managed in accordance with UKCP child supervision documents and policies, and with the college's supervision policies.
- 6.5. Training organisations must provide and operate an effective system for approving and monitoring all placements and supervisors for individual counselling practice.
- 6.6. Training organisations must be aware of diversity issues when selecting or recommending supervisors to their trainees.
- 6.7. Supervision must address safeguarding and risk assessment issues.
- 6.8. Students and trainees, supervisors and practice placement providers must be fully prepared for placements. This will include having relevant information about, and demonstrating an understanding of:
 - a) The learning outcomes to be achieved.
 - b) The timings and duration of any placement/supervised counselling practice and what records of placement/practice are to be maintained.
 - c) What is expected in terms of professional conduct, and the processes for addressing concerns or complaints about the students' and trainees' fitness to practice.
 - d) Assessment procedures, what the implications are for failure and any action to be taken in the case of failure.
 - e) Agreed methods of communication and lines of reporting.
- 6.9. Clinical supervision must normally be with an experienced UKCP Child Psychotherapeutic Counsellor, a UKCP Child Psychotherapist, an ACP Child psychotherapist or equivalent child competent therapist trained and / or experienced with supervision. It is the responsibility of the training provider to ensure that their approved child psychotherapeutic counselling supervisors are competent for the task.
- 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. Trainees must be able to use supervision appropriately.

7. Maintaining a Safe Learning Environment

- 7.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall have mechanisms for safeguarding the rights of students and trainees. This must include readily available consultation procedures, complaints and grievance procedures.
- 7.2. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must be able to evidence that they have obtained informed consent from students and trainees who participate as patients or clients in practical and clinical teaching. This also applies to relevant experiential or group work incorporated into the training.

8. Trainee Handbook

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

9. Staffing and Resources

- 9.1. Training organisations must identify a named individual responsible for leading the programme. UKCP accredited courses must be led by appropriately qualified and experienced individuals, as defined by the relevant college/organisational member.
- 9.2. Training courses must have an acceptable number of appropriately qualified and experienced staff in place to deliver the program effectively:
 - a) This will mean that normally the majority of training staff are UKCP registered Child Psychotherapeutic Counsellors or Child Psychotherapists.
 - b) Training member organisations must ensure that staff / student ratios are appropriate to the learning needs of students and facilitate the development of requisite practical skills and criteria. In all cases training organisations need to provide a rationale for the way staff student ratios are managed.
- 9.3. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that staff have an appropriate combination of relevant knowledge, experience, qualifications and technological methods, to deliver the elements of the training for which they are responsible. This includes having a contingency plan for the sudden loss of staff and resources.

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- 9.4. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have and operate relevant criteria and procedures for selecting staff and maintaining records of how selection criteria were met at appointment.
 - 9.5. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must be able to evidence how they monitor diversity and equalities in relation to applicants and appointed staff. In addition, organisations must have appropriate strategies in place to respond in a way that is reasonable and proportionate to the information provided by that monitoring.
 - 9.6. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling 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 Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have policies in place which govern the extent and the type of technologies that are to be used in the delivery of training, for example the internet. The complexity of child psychotherapeutic counselling favours a face to face learning environment, and any exception to this needs to be clearly justified.
 - 9.9. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must demonstrate that they have appropriate learning and pastoral support and facilities, to ensure the well-being and welfare of students, trainees and staff and that these are relevant, adequate and accessible.
 - 9.10. Training provision must be congruent with current best practice and all relevant legislation.
 - 9.11. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that the resources provided to students, trainees and staff are adequate to effectively support the learning, development and teaching activities for the programme. These normally include access to periodicals and subject books and internet/IT facilities as appropriate. Resources must be appropriate to the curriculum and readily available to students, trainees and staff.

10. Assessment

- 10.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall have a properly constituted body for assessing students and trainees.
- 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 learning needs.
- 10.4. Assessment modes must include a significant research-informed project which may be a case study, literature review, or a piece of primary research.
- 10.5. Assessment must be linked to clearly set out generic and college-specific learning outcomes relating to the knowledge base, counselling skills and context of practice.
- 10.6. The assessment objectives are to ensure clinical and professional competency within the context of a chosen theoretical model and sound ethical practice. The modes of assessment and the criteria for assessment must relate to these objectives. Assessment must at some point include input from the counselling supervisor.
- 10.7. Assessment design must be fair to candidates and consistent across different orientations and training routes.
- 10.8. UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must make provision for assessments (both theory and practice) to be independently verified. This must be carried out by practitioners qualified and experienced in the theoretical model being taught.
- 10.9. UKCP Organisational Members that train Child Psychotherapeutic Counsellors must make provision for preparing and training assessment staff, and provide opportunities for regular organisational development of assessment skills.
- 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. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must have published appeal procedures in the event of disagreement over assessment.
- 10.12. Assessment procedures must be designed to ensure that students and trainees can demonstrate fitness to practise as a Child Psychotherapeutic Counsellor.
- 10.13. Assessment methods must measure that students/trainees achieve learning outcomes relevant to safe, effective practice as a psychotherapeutic counsellor.
- 10.14. All assessment measures must be consistent with an effective and rigorous process through which it is possible to demonstrate compliance with external reference frameworks at graduate level or equivalent.
- 10.15. Assessments measuring student and trainee performance must be an integral element of

- the wider
- 10.16. 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.
- 10.17. In order to enter the UKCP register, students on UKCP-accredited trainings need normally to pass all elements of the course. Aggregate or aegrotat award cannot provide eligibility for admission to the UKCP register.
- 10.18. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must be able to demonstrate how their systems and practices assure that relevant standards for assessment are in place, can be measured, and are achieved.
- 10.19. The expectations relating to a child psychotherapeutic counsellor's role as a professional in relation to their practice must be embedded in the assessment processes for both theoretical and practice elements of training.
- 10.20. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must ensure that their handbooks or guidance documents clearly cover:
- The assessment requirements for progress within and between each stage of the programme.
 - The assessment requirements for measuring achievement within the training.
 - The assessment requirements for determining fitness to enter the UKCP Register.
 - 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.
 - 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 Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall specify whether qualification coincides with recognition of candidates as eligible for registration by UKCP.
- 11.2. Where qualification and registration do not coincide, organisations must specify what further professional development is required for registration.

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- 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 Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must demonstrate how the learning outcomes associated with their accredited training(s) support graduates in meeting the UKCP's and relevant UKCP college/organisational member standards of proficiency for registration.

12. Continued Professional Development

- 12.1. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall demonstrate a commitment to lifelong learning.
- 12.2. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings shall demonstrate an understanding of the need for monitoring practice for the best protection of the public.
- 12.3. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.
- 12.4. UKCP Organisational Members that train Child Psychotherapeutic Counsellors or accredit child psychotherapeutic counselling trainings must encourage their graduates actively to consider their continuing professional development needs.

13. Specific Training

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

Appendix A

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

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