



PO Box 13686, London, SW20 9ZH
Tel/Fax: 0208 543 2707
Email: info@cosrt.org.uk
Web: www.cosrt.org.uk

**Processes and Criteria
for
APPROVAL
of
4-YEAR MASTERS LEVEL
SEXUAL AND RELATIONSHIP THERAPY
TRAINING COURSES**

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Patron: Dr Pamela Stephenson-Connolly
Registered Charity No: 1101961
Company Limited by Guarantee Registered in England 4998207
Registered Office: Orchard Court, Orchard Lane, Bristol, BS1 5WS

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1. General Information

- 1.1 COSRT provides a framework for the approval of courses in sexual and relationship psychotherapy. The aim of this document is to set out the framework and procedures for approval and provide information to assist courses to meet COSRT requirements.
- 1.2 COSRT aims to promote high standards of training. The approval framework is designed to allow for flexibility within clear guidelines. The criteria within this document reflect developments in the field of psychotherapy in the United Kingdom, as well as developments in psychotherapy in general. They reflect the need for stringent training standards to ensure that clients receive an effective and ethical service. They will also ensure that those who complete their training will be fully equipped to work in the public and voluntary sectors, as well as to work privately.
- 1.3 The information contained within this document is designed to ensure that training in the United Kingdom meets the European guidelines for psychotherapy and guidelines set out by the United Kingdom Council for Psychotherapy (UKCP), of which COSRT is an organisational member. COSRT currently manages the approval of courses on behalf of the UKCP College of Sexual and Relationship Therapy and operates within the guidelines of UKCP. Changes in the requirements of these organisations or government legislation will necessitate further reviews of this document. COSRT will work with courses to ensure changes are compliant and that approval is maintained where possible.
- 1.4 The framework is intended to facilitate the development of courses, promote good practice and, in the case of UKCP qualifying level training, ensure that courses provide the opportunity for trainees to reach the standards required of registered psychotherapists with UKCP. Currently this is a 4-year course at Masters level Educational level 7.
- 1.5 The document covers the four years of training in sexual and relationship psychotherapy required to meet standards for COSRT accreditation and UKCP registration. For the purposes of accreditation this training is divided into two levels:
 - 1.5.1 COSRT qualifying Post Graduate level – Diploma.
 - 1.5.2 UKCP qualifying level. This is usually four academic years with COSRT accreditation.
- 1.6 It is only after the successful completion of the UKCP qualifying level of training that individuals can be considered to be qualified psychotherapists and become eligible for registration with UKCP. Successful completion of the Diploma element of a course can lead to COSRT accreditation, provided a further 200 hours of supervised face to face clinical practice are completed. This is in addition to the 120 hours face-

to-face clinical practice completed as part of the COSRT approved course at a supervision ratio of 1:6.

- 1.7 Courses should work towards methods and regulations for processing APEL (Assessment of Prior Experiential Learning) or equivalent.
- 1.8 The latest versions of the following COSRT codes apply to staff, trainees and trainees:
COSRT Code of Ethics and Practice for General and Accredited Members.
COSRT Code of Ethics and Practice for Supervision.
- 1.9 When applying for course approval, the application should state clearly which course or part-course is being put forward for approval.

2. New Courses

- 2.1 New courses may seek advice to see if their course meets COSRT's criteria for approval. A follow up approval visit will be necessary at Diploma and Masters levels to assess trainees' standards and obtain trainees feedback. There will be additional costs for this visit, which will be borne by the course.
- 2.2 COSRT is available for consultation by contacting The Chair of the Professional Standards Board (PSB); this may incur costs for the course.

3. General Course Requirements

Courses must demonstrate the following:

- 3.1 Adherence to the COSRT Codes of Ethics and Practice for General and Accredited Members.
- 3.2 Clear philosophy and aims.
- 3.3 A range of teaching methods appropriate to adult education and the teaching of sexual and relationship psychotherapy ideas and practice.
- 3.4 A curriculum that reflects theory, practice and research in the field and is relevant to current practice in the public, private and voluntary sectors.
- 3.5 Staff should be appropriately qualified for the subject and academic level that they teach. It is preferred that training staff are COSRT Accredited and/or UKCP registered.
- 3.6 Clearly described learning outcomes with appropriate methods of assessment.
- 3.7 Support and guidance in the development of a learning portfolio.
- 3.8 Appropriate facilities including access to written materials.
- 3.9 Good course organisation and clear information for trainees. This should include information on criteria for selection and for assessment and guidelines for any

practice requirement. Information should also be given concerning access to further levels of training.

- 3.10 A fair and accessible complaints grievance and appeals procedure, with clear opportunities for appeal, together with a policy for supporting trainees who are having difficulties in successfully completing the course.
- 3.11 The active promotion of anti-discriminatory practice throughout the teaching and organisation of the course, together with the implementation of an equal opportunity policy.
- 3.12 Training organisations must ensure that they have appropriate processes for gathering relevant diversity and equality data in relation to applicants, trainees, and staff.
- 3.13 Effective ways of gathering trainee feedback and evidence that it is taken into account in reviewing course delivery.
- 3.14 Appropriate management of clinical materials as they relate to different levels of the course.
- 3.15 Courses must be accredited or /validated by a university, and will be subject to re-approval by COSRT at intervals of not more than five years.
- 3.16 Course Directors have a duty to ensure the course is financially viable and to take account of the effects of inadequate business planning on their trainees.
A risk assessment should be undertaken in respect of this.
- 3.17 Courses are required to annually submit a list of trainees who are COSRT members, to enable their trainee status to be specified on the website to ensure transparency to the general public.
- 3.18 These criteria are indicative of the standards and structure required, however, there is scope for courses to adapt these to meet their course philosophy. However all courses must meet the minimum core criteria laid out in the document UKCP Standards of Education and Training (2008).

4. Qualification and registration

- 4.1 All trainees are eligible to become general members of COSRT. Successful candidates may apply for COSRT accreditation after completing a minimum 320 hours of supervised sexual and relationship therapy and holding an appropriate qualification i.e. in addition to the 120 hours minimum face-to-face clinical practice completed as part of the COSRT approved Diploma course, a further 200 hours of supervised face to face clinical practice supervised at a ratio of 1:6. For those who already hold a Diploma in Psychosexual Therapy this may be possible to achieve

while pursuing post-graduate qualification. The total length of supervised practice (including that provided on a formal course) must be at least three years part-time.

- 4.2 Supervision of this practice must be at the ratio of one-hour supervision to six hours casework. These hours must be with an accredited COSRT member or with a COSRT Recognised Supervisor or with a suitably qualified and experienced supervisor who is approved by COSRT. All supervisors must adhere to the COSRT Code of Ethics and Practice for Supervision.
- 4.3 When applying for course approval, the application must state clearly which course or part-course is being put forward for approval.

5. Procedure for Course Approval

Fees

The fee for course approval and re-approval is £750.00.

The following describes the steps of the approval process:

5.1 Step 1 Making an Application

- 5.1.1 Courses, either new or existing, may apply to COSRT for approval. In both cases approval will be from the date of ratification by the Professional Standards Board (PSB).
- 5.1.2 Courses are advised to use this document as a reference when developing a new course or making changes to an existing course. COSRT offers a consultation service for which a fee and expenses are charged. If this is required the Chair of the Professional Standards Board will read and comment on documentation and be available for telephone discussion.
- 5.1.3 Application forms for approval can be obtained from: Administrator, COSRT, PO Box 13686, London, SW20 9ZH. The application form should be completed and submitted with the appropriate fee to COSRT. The approval fee is to cover COSRT costs for the process of approval or non-approval.
- 5.1.4 The following documentation (with three copies of each) should be included with the approval application.
 - 5.1.4.1 Course curriculum and teaching staff list.
 - 5.1.4.2 Course publicity.
 - 5.1.4.3 Reading lists.
 - 5.1.4.4 List of teaching team with brief CVs, including qualifications, practice and teaching experience, professional background and current work setting.

- 5.1.4.5 Copies of any reports on the course including those from the external examiner.
- 5.1.4.6 Information about the complaints procedures.
- 5.1.4.7 Details of any upheld complaints or complaints in progress against the course.
- 5.1.4.8 Any other course documentation and material that the applicants consider would be helpful to the Assessors.
- 5.1.4.9 Evidence of University accreditation / validation.
- 5.1.4.10 Equal opportunity and diversity policy.
- 5.1.4.11 Trainee handbook.
- 5.1.4.12 Course insurances.

5.2 Step 2 Appointment of Assessors

- 5.2.1 Following the receipt of the application, documents and approval fee, COSRT will appoint two Assessors to join the validation board or visit the site. Their names will be sent to the course for agreement. If the course reasonably objects to a particular Assessor a replacement will be suggested.
- 5.2.2 Once the Assessors are appointed, copies of the documentation (or validation document) will be sent to them by the COSRT Administrator and they will proceed with the assessment process. One Assessor will be designated the 'lead' and will communicate with the Course Director during the process. They will be responsible for writing the final report. In a joint validation board, to which COSRT Assessors are invited, the University will be expected to chair the Board.

5.3 Step 3 The Assessment Process

This formal presentation is usually completed in one session.

- 5.3.1 The Assessors will read the documentation and may request further information as necessary. An assessment date will be agreed between the Assessors and the Course Director or Administrator. The Course Director or Administrator will then make arrangements for the formal presentation of the course. This will usually be at the course venue.
- 5.3.2 Courses are free to present themselves in any way they wish but the format should be agreed ahead of time with the lead Assessor and the presentation should include the following:
 - 5.3.2.1 Presentation of the course philosophy.
 - 5.3.2.2 Overview of course structure, curriculum, and teaching staff.
 - 5.3.2.3 Organisational issues relating to the course.

- 5.3.2.4 Courses must provide evidence of trainee feedback. On the assessment visit COSRT assessors must meet with trainees without course staff being present. COSRT reserve the right to contact trainees should further clarification of issues raised be required.
- 5.3.2.5 COSRT requires the trainee handbook to include a clause under the complaints procedure to signpost trainees to COSRT should the trainees have concerns about their course
- 5.3.2.6 The course's policies in relation to equal opportunities and ethics.
- 5.3.2.7 Areas for future development.
- 5.3.2.8 An opportunity to view teaching (live or from video) or to see a role-play of a typical teaching event.
- 5.3.2.9 A selection of written work completed by trainees.
- 5.3.2.10 University accreditation / validation documents and feedback from the university. It should be noted that we will contact the university regarding our involvement.
- 5.3.2.11 The presentation must include the key people involved with the course. This must include clinical supervisors

5.4 Step 4 Feedback and Report

- 5.4.1 The Course Directors will be given immediate feedback following their presentation and will receive a written report within four weeks. The report will be forwarded to the Course Directors who will have an opportunity to correct any factual inaccuracies. Following any corrections the Assessors will add their recommendation to the report and submit it to the Professional Standards Board for ratification. Where appropriate, the Chair of the PSB will inform UKCP of the course approval. The Course Director and Administrator will receive a formal letter of approval from the Chair of the PSB. This report will include a decision about approval. There are two possibilities:
- 5.4.2 Approval given for five years: this may include the requirement to make small, specified changes (action points) within a certain time limit. If these are not completed within the specified time limit the approval may be jeopardised. If these are not completed by the time of the next re-approval, this will be taken into account and may affect re-approval.
- 5.4.3 Approval not given. In this situation courses will need to take account of feedback and reapply if they wish.

5.4.4 In both situations a report will be provided. This will include feedback, highlighting good practice and often making suggestions for the future. It is hoped that the approval process will be a useful focus for course development.

5.4.5 Once approval has been granted any changes must be notified to COSRT who reserve the right to request further information.

5.5 Procedure for resolving action points raised by assessors

5.5.1 The action points must be dealt with by the course within the time specified by the Assessors and the PSB. Options for the review of improvements are:

5.5.1.1 A paper exercise where Assessors will read the documentation and discuss with the course leaders by telephone when necessary.

5.5.1.2 A joint re-accreditation / re-validation board with the university.

5.5.1.3 Where major changes have occurred in the course, a meeting with staff by COSRT may be necessary.

5.5.2 When the action points have been addressed to the assessors satisfaction, the Chair of PSB will write to confirm approval. If it is found necessary to revisit a course, the course will bear the cost of Assessor time and expenses. Once approval has been granted any changes must be notified to COSRT who reserve the right to request further information.

5.6 Re-approval Procedure

5.6.1 The re-approval process follows the same procedure as for approval except that one year prior to re-approval, COSRT will write to the Course Director or Administrator to advise that re-approval is due on a specific date. Six months before the due date the Course Director or Administrator must apply by completing the application form and sending the required information together with the fee. The procedure will then be as for initial approval.

5.7 Complaints about the process

Although the decision of the Professional Standards Board is final, course leaders may wish to make a complaint about the process. Initially, concerns should be raised in writing with the Chair of the Professional Standards Board. If the issue is not resolved satisfactorily, the Chair of COSRT should then be approached.

6. Practice or Clinical Placements

- 6.1 Training courses in sexual and relationship psychotherapy are usually set up for those working in a setting in which they are able to apply the training in their own workplace. However, trainees may sometimes have to find their own placement to gain more experience. In these circumstances Course Directors must approve the placement, including clinical supervision arrangements and the approval of supervisors. A tripartite agreement must exist between the course, trainee and placement (including supervision). Supervisors must meet the requirements laid down in this document and must be connected with the course and key course staff. Supervisors must provide regular reports to assess the development and competency of the trainees practice. These should be completed at least twice a year and form part of the criteria upon which trainees pass the course
- 6.2 Supervision of Clinical supervision must comply with the COSRT Code of Ethics and Practice for General and Accredited Members and the Code of Ethics and Practice for Supervision.
- 6.3 Supervision contracts are required.
 - 6.3.1 The boundaries of any supervision arrangement that is required for completion of the course requirements must be clarified and agreed between Supervisee, Supervisor and Course Director(s) prior to commencement of supervision.
 - 6.3.2 In cases where trainees have all or part of their clinical practice in an out-patient department setting, clear clinical contracts must be agreed between the placement, the Supervisor and the Course Director(s), outlining clinical roles and responsibilities and lines of accountability, including supervision.
 - 6.3.3 Evidence of such contracts will be required for COSRT approval. Please see COSRT Guidelines for Supervision.
 - 6.3.4 Training courses shall have mechanisms for safeguarding the rights of trainees.
 - 6.3.5 The course must provide a regular forum for discussion of clinical work undertaken by trainees on external placement in addition to the required supervision.
- 6.4 Supervised Clinical Practice guidelines. All courses must provide evidence of adherence to the following guidelines:
 - 6.4.1 There must be a minimum of 120 hours of face-to-face supervised client contact with a minimum of six completed therapy cases, of which at least three must be couples at Diploma level.

- 6.4.2 In addition to the 120 hours, up to 15 hours of supervised client contact may be undertaken in another designated and agreed area of therapy (e.g. Group, through the screen).
- 6.4.3 A further 200 hours of supervised practice will be required during the course to obtain full accreditation as a therapist by COSRT and the university award at a ratio of 1:6.
- 6.4.4 Trainees must develop the ability to recognise when they must seek other professional advice and act accordingly.

7. Trainee entrance requirements and selection

This applies to each year thus allowing appropriately qualified trainees to join in the second year or post diploma years with evidence of suitable qualifications to the entry level.

- 7.1 As a minimum, applicants should have a Certificate or Diploma in counselling of 120 hours duration. Ideally this should include face-to-face practice. Equivalent training and /or clinical practice as judged by the Course Directors may be acceptable.
- 7.2 Applicants must have relevant experience of working in a responsible role with people (in one of the recognised health or social care professions or counselling).
- 7.3 They must have the opportunity for working with sexual and relationship problems in a professional setting when entering the diploma level. At certificate level this is at the discretion of the Course Director
- 7.4 Entry is at a level equivalent to a degree or relevant professional qualification.
- 7.5 Criteria for selection should be clear. Procedures should be designed to promote equal opportunities, and courses must have a policy for meeting the needs of trainees with disability. Applicants should be required to provide two references and disclose any sexual or criminal offences. Courses must ensure that trainees submit to Enhanced CRB checks at their placement before undertaking clinical work. If the trainee is working in private practice arrangements must still be made for a CRB to be carried out as an individual.

8. First Year: Certificate Level Training

8.1 The curriculum.

Certificate level training has the following functions:

- 8.1.1 To introduce the trainee to the field of sexual and relationship therapy and research.

- 8.1.2 To introduce the trainee to the most basic practice skills which can be applied to the work setting, including assessment and self-reflexivity.
- 8.1.3 To provide a basis from which the trainee may proceed toward the Diploma level of training.
- 8.1.4 To provide an opportunity to apply sexual assessment to a current work setting.
- 8.1.5 It is recognised that some courses will focus on a particular client group or approach but it is important that this depth of focus is complemented by a basic overview of the field of psychosexual therapy. For a detailed suggested syllabus see Appendix 1.
- 8.1.6 Although clinical work is not a necessary component of a certificate level course, where trainees are undertaking relevant clinical work they must adhere to the supervision requirements.
- 8.1.7 Although this level of training has the central aim of providing a basic theoretical grounding, courses must provide good opportunity for trainees to relate theory to practice and some opportunity for discussion of how the theoretical ideas relate to their work.

8.2 Length and structure of the course – Year 1

- 8.2.1 The number of academic hours will be determined by the accrediting/validating university and will be sufficient to meet the needs of the curriculum.
- 8.2.2 Clinical work in the first year is at the discretion of the Course Director.

8.3 Learning outcomes

At the end of the course trainees should be able to demonstrate:

- 8.3.1 A basic understanding of the assessment of individual and couple relationships.
- 8.3.2 An ability to describe a range of sexual dysfunctions and their application to practice.
- 8.3.3 An ability to take a critical stance to ideas and their value.
- 8.3.4 An ability to demonstrate an understanding of the range of practice skills which could be utilised.
- 8.3.5 An ability to describe and critique the concept of the sexual relationship cycle perspective and its application to different relationships.
- 8.3.6 An ability to explore the implications of adherence to COSRT's Code of Ethics.

- 8.3.7 An awareness of the impact of the wider social context especially in respect of race, class, culture, gender, sexual orientation, age and disability.
- 8.3.8 A commitment to anti-discriminatory practice.
- 8.3.9 A familiarity with a range of key literature relating to sexual and relationship difficulties.
- 8.3.10 A basic familiarity with some aspects of research in the field. This should include an appreciation of the need for client feedback and service evaluation including a familiarity with assessment tools.

8.4 Assessment

Courses must ensure that trainees pass all the elements below to qualify.

Courses will be required to demonstrate:

- 8.4.1 How they evaluate and document the learning of trainees including written assignments.
- 8.4.2 How they assess the readiness of trainees to go on to the next level of training.
- 8.4.3 How trainees receive feedback from the assessment process.
- 8.4.4 Support for trainees in meeting the requirements of the course including written work and the development of a learning portfolio.
- 8.4.5 How they assess clinical practice competence through supervision

9. Second Year: Diploma Level Training (See also Doc CA3)

9.1 Curriculum

Diploma level training has the following functions:

- 9.1.1 To develop the certificate level learning especially in relation to practice.
- 9.1.2 To prepare trainees for qualifying level training.
- 9.1.3 To complete a minimum of 120 hours of sexual therapy practice. **A further 200 hours of supervised practice is required to be eligible for COSRT accreditation for those who exit at this stage.**

9.2 Length and structure of the course – Year 2

- 9.2.1 The number of academic hours will be determined by the accrediting/validating university and will be sufficient to meet the needs of the curriculum.
- 9.2.2 Clinical work in the first year is at the discretion of the Course Director.
- 9.2.3 Trainees are required to complete 120 hours of face-to-face sexual therapy practice by the end of the 2 years.

- 9.2.4 Allowing for appropriate consideration to be given to previously acquired knowledge and competencies, training must include a published syllabus for each course which specifies the knowledge to be acquired by trainees at the end of the training programme. It is recognised that some courses will focus on a particular client group or approach but it is important that this depth of focus is complemented by a basic overview of the field of psychosexual therapy. For a detailed suggested syllabus see Appendix 1.

9.3 Learning outcomes

At the end of the course trainees should be able to demonstrate:

- 9.3.1 A familiarity with a broad range of literature relating to sexual and relationship therapy which must include recent publications and research literature.
- 9.3.2 An ability to evaluate theory critically and to explore ideas and their application to different relationships.
- 9.3.3 An ability to describe differences and similarities between approaches in sexual and relationship therapy theories.
- 9.3.4 An ability to show a commitment actively to promote ethical, anti-discriminatory practice and to highlight and critique culturally based assumptions.
- 9.3.5 To demonstrate a familiarity with the COSRT Code of Ethics and its implication for practice.
- 9.3.6 A capacity to use the consultation process in relation to sexual and relationship therapy supervision practice.
- 9.3.7 An ability to critique and evaluate some areas of relevant research.
- 9.3.8 Further development in their awareness of personal development processes and an ability to begin to use them in self-reflexive ways in their practice.
- 9.3.9 An ability to adapt skills and techniques appropriate to their own personal area of practice.
- 9.3.10 An ability to discuss the impact of key legislative frameworks (e.g. Children's Act and Human Rights Act) on sexual and relationship therapy practice.
- 9.3.11 Knowledge of skills required to engage a range of client groups and to work with them.
- 9.3.12 An ability to discuss sexual and relationship therapy practice and case studies in both oral and written forms:

9.3.12.1 Trainees should demonstrate an ability to prepare and present professional case studies.

9.3.12.2 Trainees should demonstrate their ability to prepare and present relevant presentations/dissertations on related academic topics.

9.3.13 Assessment of sexual problems.

9.3.14 Understanding the treatment of sexual problems for couples and individuals

9.4 Assessment

9.4.1 Principles of Assessment

Courses may choose to organise their assessments in a variety of ways but the assessment process should be based on the following principles:

9.4.1.1 Clear information for trainees on methods of assessment and what is being measured.

9.4.1.2 A mixture of summative assessment (i.e. assessment which measures attainment) and formative assessment (which allows feedback to trainees to help them improve their performance).

9.4.1.3 A clear and open marking system.

9.4.1.4 Standards which ensure that trainees are able to operate independently and provide sensitive, ethical and effective therapy.

9.4.1.5 An external examiner who has knowledge and experience of the field who can moderate the internal marking.

9.4.2 Assessment

Courses must have assessment procedures that enable judgements to be made about the suitability of trainees to become UKCP Registered. The assessment process should include:

9.4.2.1 How they evaluate and document trainees' learning at Diploma level (Educational level 5).

9.4.2.2 Written and verbal presentation of clinical work.

9.4.2.3 The methods of assessment and the learning outcomes measured by them.

9.4.2.4 Regular placement and supervisors' reports throughout the course and a final report which describes the level of practice and makes clear recommendations about a trainee's readiness for independent practice.

9.4.2.5 How trainees receive feedback from the assessment process.

9.4.2.6 How they support trainees in the development of their portfolio of learning.

9.4.3 External assessment

The assessment of trainees' functional competence on completion of the course should involve professional scrutiny both internally and by an assessment independent of the particular course. The external assessor must have professional standing and experience of a standard, which meets the requirements for COSRT accreditation and university accreditation/validation. Ongoing and final methods of assessment must be clearly defined. Written work and evidence of competent practice should be available and demonstrable for scrutiny by assessors. This must be made clear in the course criteria.

10. Third and Fourth Year: UKCP Qualifying Level Training

10.1 The curriculum

General requirements are as follows:

- 10.1.1 A qualifying External assessment level course must be at a postgraduate level and linked to an academic institution. Courses will carry an award of MSc or equivalent as this is a requirement for UKCP Registration.
- 10.1.2 Standards should be such that graduates are able to practice independently and at a level appropriate to apply for UKCP registration following the required period of post-qualifying practice and supervision laid down by the UKCP College of Sexual and Relationship Therapy.
- 10.1.3 Courses may be designed in a variety of ways but must fulfil the criteria laid down below.

10.2 Entry requirements

- 10.2.1 A relevant professional qualification or equivalent.
- 10.2.2 A first degree or evidence of ability to study at a postgraduate level.
- 10.2.3 Successful completion of the Diploma year at a COSRT Approved course (or equivalent as judged by the training institution).

10.3 Selection

- 10.3.1 Courses must have a clear selection policy with opportunities for unsuccessful applicants to receive feedback.
- 10.3.2 Selection should be based on validation body guidelines and must include an interview. At least two references must be obtained, one of which

should be from someone with knowledge of the candidate's practice and another from a previous training course. Attention should be given to assessing the candidate's suitability for the profession of psychotherapy and this should be given priority over academic prowess. Courses must ensure that trainees submit to Enhanced CRB checks before undertaking clinical work.

10.3.3 Clear procedures must be laid down for the accreditation of prior learning. These will be done in collaboration with the academic institution validating the course.

10.3.4 An equal opportunities policy must be implemented in relation to selection and courses must have policies for addressing the needs of trainees with disability.

10.4 Length and structure of the course – Years 3 and 4

In a course of this nature there is a strong emphasis on developing effective practice and the application of theory to practice. Learning takes place in many different domains. Requirements are expressed as the minimum for particular aspects of the training.

10.4.1 The number of academic hours will be determined by the validating university and will be sufficient to meet the needs of the curriculum.

10.4.2 Trainees are required to complete 320 hours of clinical sexual therapy practice at a supervision ratio of 1:6 by the end of the 4 years. This should be signed off by the training institution before issuing the academic award.

10.4.3 If trainees have not had the experience of working in a health or social services setting (or equivalent), they should at least have had the experience of some observation while on placement in such a setting.

10.4.4 Personal and professional development. Exploration of the contribution of 'self' (both personal and professional) in direct working with clients and other aspects of professional work. This should be implicit in all domains of the course but particularly in the supervision group and personal and professional development groups. This must include at least 50 hours of experiential work that facilitates awareness of self in relation to others within the context of client therapy. This excludes supervision, continuous professional development and/or personal therapy. Examples might include the following:

10.4.4.1 Case discussion.

10.4.4.2 Reflective diary.

- 10.4.4.3 Peer mentoring
- 10.4.4.4 Team building.
- 10.4.4.5 Process group.
- 10.4.4.6 Coaching groups.

10.5 Learning outcomes

Below is a list of learning outcomes associated with competent, independent practice. Courses should be able to demonstrate how their curriculum and assessment procedures relate to these. By the end of the course trainees should be able to demonstrate:

- 10.5.1 A comprehensive and up-to-date knowledge of the literature relating to sexual and relationship psychotherapy.
- 10.5.2 Be able to undertake assessment of sexual problems.
- 10.5.2 An understanding of some of the key developmental processes within individuals and couple systems.
- 10.5.4 A commitment to anti-discriminatory and culturally sensitive practice, showing evidence of this in clinical work.
- 10.5.5 An ability to critique and evaluate a range of theoretical frameworks in relation to practice.
- 10.5.6 An ability to compare and contrast different approaches in sexual therapy and their relationship with other therapies.
- 10.5.7 Knowledge of a range of possible problems presented by clients coming for therapy. These should include examples of more serious mental health issues. This should include knowledge of relevant research finds and clinical understanding from inside and outside of the psychotherapy domain. This should be sufficient to enable therapists to assess and identify problems that can be helped by other methods as well as those outside their own limits of expertise. An ability to recognise the limits of personal expertise, skills and approach, and refer clients appropriately.
- 10.5.8 An ability to develop effective therapeutic relationships with a range of clients.
- 10.5.9 An ability to use a range of techniques to help clients to make changes in their relationships and an ability to adapt skills and techniques to a range of clients.
- 10.5.10 An understanding of wider systems and their impact on individual and couple life and an ability to include this perspective in work with clients.
- 10.5.11 A capacity to use the supervision and consultation processes. This should include the ability to consult constructively with colleagues.

- 10.5.12 An ability to take an active role in the development of personal learning and be able to identify areas of personal strength as well as areas for further professional development.
- 10.5.13 An awareness of personal development processes and an ability to use them in therapeutic, reflexive ways
- 10.5.14 An ability to critique and evaluate relevant research findings
- 10.5.15 Sufficient knowledge of research methods to be able to plan and carry out a piece of research relevant to the field
- 10.5.16 An ability to organise work and manage organisational tasks and liaison efficiently and effectively
- 10.5.17 An ability to communicate the process of therapy in both oral and written forms to psychotherapy colleagues as well as to other professionals
 - 10.5.17.1 Trainees must demonstrate an ability to prepare and present professional case studies.
 - 10.5.17.2 Trainees must demonstrate their ability to prepare and present relevant presentations/dissertations on related academic topics.

10.6 Assessment

- 10.6.1 Principles of Assessment

Courses may choose to organise their assessments in a variety of ways but the assessment process should be based on the following principles:

 - 10.6.1.1 Clear information for trainees on methods of assessment and what is being measured.
 - 10.6.1.2 A mixture of summative assessment (i.e. assessment which measures attainment, and formative assessment which allows feedback to trainees to help them improve their performance).
 - 10.6.1.3 A clear and open marking system.
 - 10.6.1.4 Standards which ensure that graduates are able to operate independently and provide sensitive, ethical and effective therapy.
 - 10.6.1.5 An external examiner who has knowledge and experience of the field.

10.7 The Assessment Process

The assessment process should include:

- 10.7.1 Regular placement and supervisors' reports throughout the course and a final report which describes the level of practice and makes clear recommendations about a trainee's competence and readiness for independent practice.

- 10.7.2 Written and verbal presentation of clinical work.
- 10.7.3 Written work including one extended paper or dissertation.
- 10.7.4 Ways of assessing research knowledge and an ability to plan and carry out a project (this might be through the requirement of a research-based dissertation, the preparation of a detailed research protocol or the carrying out of a small research project).
- 10.7.5 The completion of a learning portfolio.
- 10.7.6 Documentation of clinical work outside of the course.

Everyone involved in training psychotherapists and sexual and relationship psychotherapists recognises the complexity and responsibility of the task. The requirements set out in this booklet are minimum standards designed to encourage courses to develop increasingly effective ways of training individuals to be able to make positive contributions to clients' lives and to be effective colleagues in a variety of practice settings. A detailed curriculum is not laid down but the course curriculum must provide the opportunity for trainees to reach the required learning outcomes including the topics detailed in Appendix 1: Theoretical Knowledge Syllabus.

Appendix 1

Theoretical Knowledge Syllabus

The aim of training is to produce competent therapists through the delivery of the following syllabus, capable of working within professional standards.

1. Classification and formulation of sexual and relationship problems.
2. Principles of couple interaction.
3. The study of the theory and practice of the use of psychotherapeutic techniques, from assessment to termination of therapy. Psychotherapeutic approaches to the treatment of sexual and relationship problems - including psychodynamic, behavioural, systemic, humanistic and cognitive therapies.
4. Psychosexual development. Sexuality throughout the life cycle.
5. Basic anatomy and physiology.
6. The role of memory in the presentation of sexual problems.
7. Anatomy and physiology of the sexual response and reproductive systems.
8. Psychological factors in the aetiology of sexual problems.
9. Recognition and assessment of mental health issues in relation to sexual and relationship therapy.
10. Physical investigations and treatment of sexual problems.
11. Physical and learning disability in relation to sexuality and relationships.
12. Organic factors in sexual problems - including effects of illness, surgery, medication and substance misuse.
13. Ethical and legal issues in relationship and sexual therapy, to include current relevant legislation.
14. Pregnancy, abortion, contraception and infertility in relation to sexual and relationship problems.
15. Evaluation of the therapeutic process and outcome.
16. Abuse, rape, relationship and family violence.
17. Gay, lesbian and bi-sexual issues in relation to sexual and relationship therapy. This should include other sexual minority groups.
18. Genito-urinary medicine including HIV infection.
19. Gender dysphoria and paraphilias.
20. Cross cultural and religious aspects of marriage, relationships and sexuality.
21. Equal opportunities and anti-discriminatory practice.
22. A critical understanding of relevant research and social sciences.

23. The identification and preservation of appropriate boundaries and recognition of the harm caused by boundary transgressions in the field of sexual and relationship therapy.

Appendix 2

Associated Documents

These are COSRT documents that must be studied in conjunction with COSRT course approval requirements:

Code of Ethics and Practice for General and Accredited Members

Code of Ethics and Practice for Supervision

COSRT Criteria for Accreditation, Category One

These are available either from The Administrator, COSRT, PO Box 13686, London, SW20 9ZH or the COSRT website www.cosrt.org.uk.

Appendix 3

Glossary

COSRT

This is the abbreviation for the College of Sexual and Relationship Therapists.

COSRT Code of Ethics and Practice for General and Accredited Members

This can be obtained from the COSRT Administrator and downloaded from the COSRT website (www.cosrt.org.uk). All courses, staff and trainees must abide by this code.

Professional Standards Board (PSB)

This is the committee within COSRT entrusted with the task of assessing sexual and relationship psychotherapy courses and making recommendations for approval based on the criteria laid down in this document. COSRT has the responsibility for assessing courses on behalf of the UKCP College for Sexual and Relationship Therapy. COSRT also has the responsibility for writing and reviewing training standards, contributing to discussions about training and identifying and sharing good practice.

COSRT Administrator

This is the person to contact at COSRT, PO Box 13686, London, SW20 9ZH for application forms and further information. Tel: 020 8543 2707 Email: info@cosrt.org.uk

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COSRT Assessors

COSRT have a register of experienced accredited therapists, involved in training, who have been appointed by COSRT to carry out course approvals. It is from this register that Assessors will be chosen to assess a course. The choice is made on the basis of experience, knowledge and impartiality. The lead Assessor is the Assessor appointed to liaise with the course and take responsibility for completing the report.

UKCP

This is the commonly used abbreviation for the United Kingdom Council for Psychotherapy. This body represents a range of different psychotherapies and sets standards in all areas of psychotherapy practice and training. It keeps a register of accredited psychotherapists and those who have successfully completed an approved four-year training programme are eligible to apply for registration following one year of practice in which they fulfil the professional development requirements of their section.

Trainees who have completed a course at educational level 5 or 6 may be eligible to apply for the psychotherapeutic counsellor category.

The UKCP College of Sexual and Relationship Therapy is the section to which COSRT UKCP Registrants are listed. COSRT is an Organisational Member of UKCP and is classed as a training and accrediting organisation.