

United Kingdom Association for Psychotherapeutic Counselling

Regulatory Framework

for

Training Standards

and

Training Outcomes

**Staged/Modular/Credit-rated Structure:
An Example of the Model in Practice**

Revised

6 February 2002

Contents	Pages
Aims of the Regulatory Framework	3
Section 1 Introduction: The Broader Context and Rationale	4 – 8
Section 2 Guiding Principle and Models of Modules	9 - 13
Section 3 Aims of the Regulatory Framework and the Regulatory Framework.	14 - 32
Section 4 The Headings under which the Member Organisation’s Response to the Regulatory Framework is to be made	33 -35
Section 5 The Modules and their structure	36
Section 6 Appendices	37
Appendix 1: Glossary of Terms	38 - 45
Appendix 2: A Worked Example	46 - 48
Appendix 3: Levels and Standards	49 – 50
Appendix 4: Sequence and Progression in the Context Developmental and Structured Learning Experiences	51 - 52
Appendix 5: Acknowledgements and Developmental Background	53 - 57

Aims of the Regulatory Framework

This Regulatory Framework is the result of some years of detailed and careful consultation and has the following aims:

- 1 To establish Psychotherapeutic Counselling with high standards of training which are published, publicly available and which are therefore transparent and allow for proper accountability.
- 2 To lay a foundation for future Statutory Regulation in ways which comply with Government and professional requirements.
- 3 In respect of Psychotherapeutic Counselling with Children and Young People to emphasise the specific needs of children and young people in psychotherapeutic settings and to adhere to the most rigorous standards in relation to all relevant legal requirements.
- 4 To indicate how a Training Standards model applies to modular learning outcomes in ways which create coherent and integrated learning experiences which result in competent professional practitioners assessed on specified training outcomes.
- 5 To enable UKAPC Member Organisations to produce their documentary responses to the requirements of the Regulatory Framework which allow trainees and relevant bodies to understand precisely what is required in terms of training and in terms of the agreed Training Outcomes within the parameters of the Generic Level Descriptor.
- 6 To allow for processes of monitoring and review of both the Regulatory Framework and of the documentary requirements produced by UKAPC Member Organisations.

Section 1 Introduction: The Broader Context and Rationale

The Broader Context.

There are a number of reasons, at this particular time, for the introduction of clear, agreed and published documentation in terms of Psychotherapeutic counselling training provided by UKAPC Member Organisations. This formal documentation consists of: Constitutional Documents, an Organisational Audit and a Regulatory Framework. These documents, and in particular the Regulatory Framework, allow for comparability and compatibility in terms of standards of training offered by UKAPC Member Organisations.

Four main reasons for the adoption of a Regulatory Framework are identified and elucidated below.

1 Statutory Regulation.

It is an aspiration for Psychotherapeutic Counselling to achieve Statutory Regulation along with counselling and psychotherapy. This aspiration is clearly located in national concerns about the protection of the public in terms of standards of training along with quality assurance and quality control.

In order to demonstrate that there is a deep training infrastructure which is comparable across UKAPC Member Organisations and which results in standards of training and outcomes which are compatible it is necessary to have in place a Regulatory Framework which defines the common parameters and standards for training.

This Regulatory Framework serves to strengthen the aspiration to Statutory Regulation by the provision of documentary evidence of the high standards of training offered by UKAPC's Member Organisations and of the processes of quality assurance and control associated with those published standards.

2 Accountability and Transparency.

A second major reason for the adoption of a Regulatory Framework and its associated Modular structure is the need for accountability and transparency in terms of public assurance that assertions as to the standards and quality of training are open to appropriate scrutiny. The Government has established a range of Review Bodies which are putting public sector provisions under careful scrutiny

and monitoring. Counselling, Psychotherapeutic counselling and psychotherapy are likely to come under a form of governmental scrutiny.

An essential aspect of this Regulatory Framework, therefore, is that it provides a systemic structure among Member Organisations for the establishment of common categories and standards of training as well as formal processes for monitoring and evaluation. It has been widely and publicly agreed that it is the absence of systemic structures of accountability and related transparency that has led to very distressing cases of individual suffering and the failure of individual performance.

Rather than assuming the quality of implicit standards there needs to be confidence based on explicit and monitored standards.

3 Rationale for modular structure

A third strand in this process relates to the wider context of university and other forms of education and training which meet aims of life-long learning and the ability to transfer successes from one context to another. All of the 'New' universities, that is those created in and since 1992, have adopted a Modular/Credit rated structure for undergraduate study – and in many cases taught programmes of postgraduate study. The basic elements of this structure are that a student studies her/his chosen subject by taking carefully sequenced and developmental *Modules* which have their own *assessment procedures* and which result in the *accumulation of credits*. A stipulated number of credits is needed in order to attain a Level or Stage of study and to progress to the next Level or Stage. The final award of the degree or professional qualification is therefore dependent upon the accumulation of the requisite number of credits.

There are some crucial benefits to this Modular/Credit rated scheme of study as applied to training in Psychotherapeutic counselling.

One is that the trainee is assessed at definite times throughout the year or stage and the trainee is thereby able to gain clear and necessary feedback on performance. Thus the trainee has a clear sense of sequence, development and progression with strengths and weaknesses identified. The Modular/Credit rated structure allows for clear feedback on learning and achievement which is structured, supportive, developmental and sequenced.

A second important aspect of this Modular/Credit rated structure is that in the rare event that the trainee wishes to transfer from one institution to another, the credits so far gained can easily be fitted in to the trainee's next learning environment so that there is no hiatus in trainee progression.

A third justification for this Modular/Credit rated scheme is that it allows for external audit of institutions in order to assess their comparability in crucial aspects of the teaching/learning provision.

Such a modular scheme allows for monitoring of trainees' progress as well as the monitoring of the quality of training provision itself. In other words, a modular scheme assists in creating a transparent structure of training.

It is important that courses which may lead to Statutory Regulation in the longer run, and in any case to comparability and compatibility within UKAPC, should also be quite explicit about the **level** at which these courses are set. This Regulatory Framework will have more to say about the issue of level later.

UKAPC Member Organisations' training courses are at postgraduate diploma equivalent level. This assertion about postgraduate level is made in terms of: Level Indicators, Assessment Criteria, quantity of assessed work, external involvement in the validation of the courses, rigorous external examining, clear and effective processes of course monitoring and review, Generic Level Descriptor and Specific Level Descriptors which relate to the categories of training, Learning Outcomes and an appropriate range of modes of assessment. These issues of level are continued in Section 3 in the sub-section on Generic Level Descriptor and Specific Level Descriptors and in Appendix 3 (pp 49-50).

The simple point to be made is that level is not determined by assertion but by a whole complex of interacting aspects which together result in level being demonstrable by evidence. Assertions about level which are not the result of complex processes of course development and validation and which are susceptible to external monitoring and evaluation could become the focus of a complaint by trainees and even by members of the public. The level issue is also related to the publication of a Register of graduates for whom UKAPC accepts fiduciary responsibility in terms of validation of level at the point of graduation.

The issue of level is quite fundamental to the perceived credibility of training which is provided by UKAPC member organisations.

In summary: if there is no consistency of regulatory principles and structure then quality assurance and quality control become virtually impossible. Monitoring of processes leading to the eventual achievement of Training Standards and Training Outcomes is ineffective and unachievable without such quality structures and processes. Confusion based on uncoordinated and unmonitored diversity is not a good basis either for accountability or for quality of provision.

4 Generic and Specific Level Descriptors

Another major aspect of this Regulatory Framework is the inclusion of a Generic Level Descriptor (see p 18) , which stipulates the overall standard of training courses which fall within the provision of the Regulatory Framework, and Specific Level Descriptors (see pp 20-22). These indicate in more precise terms the focus of a range of categories and aspects which identify the essential aspects which allow the trainees to demonstrate competence in terms of their Psychotherapeutic counselling training. These represent summary statements of the goal of all the Psychotherapeutic counselling training courses provided by UKAPC Member Organisations. Deriving from this Generic Level Descriptor are the Specific Level Descriptors which are seen as necessary foundation statements which will support the potential for comparability, compatibility and trainees' competence between training provisions provided by UKAPC Member Organisations.

The stipulation of agreed Specific Level Descriptors which identify the quality indicators and outcomes of courses and therefore of trainees' achievements is, again, one of those national thrusts which is permeating all aspects of education and training. Of course, agreed standards are not easily defined nor are the processes leading to their definition, but explicit standards are, in principle, a necessary ingredient of awards which are national in character and which allow practitioners to engage in professional practice with members of the public.

An aspect of the aspiration of Psychotherapeutic counselling to be statutorily regulated is the need for agreed Specific Level Descriptors. In a sense these would be the equivalent of competency statements. These would constitute requirements to be adopted by all courses which result in graduates attaining Statutory Registration. Thus all aspects of the courses of UKAPC member organisations leading to (potential) Statutory Registration need to be informed by, and carefully related to, these Specific Level Descriptors. At the conclusion of such a course there would be formal attestation that the student had achieved the learning outcomes of the Modules which derive from these Specific Level Descriptors. Thus the Training Outcomes would have been achieved. Such attestation would be a statement of competence to practice. This would be synonymous with the granting of the award by the organisation and would take place at the appropriate organisational committee which has the authority to make the award. For some Member Organisations whose course is validated by a university, there would also be the addition of the university award.

In this way UKAPC's member organisations own and are responsible for a coherent, integrated and published training infrastructure which would allow for:

- support in the preparation of high quality documentation which conforms to the Regulatory Framework
- a system of accreditation and validation of that documentation

- monitoring and review,
- effectiveness and efficiency to be assessed
- maintenance and enhancement of standards
- quality assurance and quality control
- quality indicators to be established and monitored
- accountability and transparency to Government, Psychotherapeutic counsellors and the public.
- good practice to be disseminated
- credit accumulation
- structural flexibility
- theoretical diversity
- courses being delivered in a variety of contexts but attaining commonly agreed Specific Level Descriptors, for example: private training institutions, universities based courses, private institutions which are validated by universities, NHS and other public sector settings
- clarity about Modular Learning Outcomes (deriving from the Specific Level Descriptors) and Training Outcomes and a rigorous process of confirmation of their achievement.
- scrutiny of the staff *curriculum vitae* and library and other resources necessary to ensure the provision of training at a postgraduate equivalent level. Annual expenditure on books and journals will need to be provided.

Section 2 Guiding Principle and Models of Modules

(Terms in **bold** are defined in Glossary of Terms on pages 38-45)

‘FLEXIBILITY WITHIN A FRAMEWORK’

The Guiding Principle in the production of this **Regulatory Framework** is:

to produce a Regulatory Framework which will allow for, and value:

- *flexibility of models of modularity*
- *theoretical flexibility*
- *clarity of teaching/learning structures and Training Outcomes*
- *agreed Generic and Specific Level Descriptors, assessment modes, assessment criteria and assessment processes and standards of awards.*

These aspects of the Guiding Principle will create a culture of accountability and transparency because every aspect of the formal training leading to Psychotherapeutic counselling qualifications and the granting of awards will be open to monitoring and review from appropriate and authorised bodies.

The Guiding Principle underpins this Regulatory Framework which explicitly maintains and enhances already existing standards which operate in Member Organisations (MOs). These standards are the equivalent of level of postgraduate diploma study in the university sector. Concerns about standards indicated in the previous Section will need to be taken very seriously if invalid claims about level and mismatches between aspiration and fact are to be avoided.

This **Regulatory Framework** provides a structural scheme which needs to be adopted as the basic structure within which UKAPC MOs will need to operate in order to ensure that the stated principle is incorporated and attained.

The second major issue is the need for a clear sense of *progression, sequence and development* in study and achievement. **Credit accumulation** is a process whereby all these needs are met. It also leads to attestation that the trainee has achieved the Specific Level Descriptors and Modular Learning Outcomes and training Outcomes. A Regulatory Framework allied to Credit Accumulation also allows proper accountability and monitoring to be required and to be exercised. This combination is educationally sound and structurally coherent.

Each of these four aspects of the Guiding Principle will be elucidated in terms of an aspect-specific Rationale as follows:

1 Rationale for choice of model of modules.

In order to value the curriculum developments and structures which already exist in Member Organisations' Psychotherapeutic counselling training, there is flexibility in the choice of model of modules. There are three identified below and if any other modular model operates within an MO then it needs to be stipulated and provided with a rationale in the relevant documentation. The actual choice of modular model is, of course, deeply associated with Member Organisations' philosophy of learning. The model choice is at the same time a philosophy of education/training. To put this another way: the curriculum content and curriculum structure is based on experiential/psychological assumptions about people and their learning in the context of the types of learning which are associated with training in Psychotherapeutic counselling. Whatever choice is made in terms of the model of modules – whether the choice is one included below or some other - it will be necessary to provide a **rationale** which justifies the choice and which clarifies the curriculum structure and content in relation to that choice.

This Regulatory Framework is premised on Training Outcomes it is therefore essential that the learning outcomes of specific modules should have a close relationships with the Specific Level Descriptors.

Model 1: Linear and Sequenced modules.

In this model there will be a number of modules specified in the MO's documentation and the sequence in which they are studied will be stipulated. In this model the content of each module will be indicated in the module title and the whole course of training will enable the trainee to cover the requisite areas of training and receive formal feedback in relation to the assessment of each module. Each of these modules will need to cover all aspects of the course in sequence and perhaps in parallel. In this modular model the modules may be long and thin and extend for the duration of a year or even for the whole of the course. These long thin modules may be delivered in parallel with short fat modules of which there may be one or two in a year. This model allows for deep and continuous learning (long thin) alongside more discrete learning (short fat) which is different from but related to the more continuous form of learning. The assessment modes and assessment criteria will need to match the modular content and be clearly related to the Generic Level Descriptor and Training Outcomes (see pp 18-22)

Model 2: Integrated Modules

This model allows for each module to contain an integrated content such that all or some of the relevant aspects of the course are contained within each module. For example: theory, clinical practice and personal development may each be included as a required form of study in each module and hence the sequence of modules is not in terms of discrete content but of integrated content which deepens as the course progresses. As in the previous model, formal feedback is provided on the assessment of each module and the assessment criteria will need to be integrated in order to assess the integrated nature of the content of the module. The assessment modes and assessment criteria will need to match the modular content and be clearly related to the Generic Level Descriptor and Training Outcomes (see pp 18-22)

Model 3: Spiral or helical modules

This is a form which, in some respects, combines the previous two models. It is based on modules which continue throughout the whole of a year or the whole of the course. Each module is structured in ways which allow inputs of all aspects of the course to be revisited in structured ways such that the trainees' knowledge, personal development and skill bases are deepened and enhanced. In the adoption of such a model great care needs to be taken in order to avoid a deep sense of confusion as to the learning of specific knowledge, personal development and related skills. Once again, it is essential that the trainees are clearly aware of the structure and learning intentions of this form of module. It is also essential that the forms of assessment are commensurate with the forms delivery and content of the modular structure. The assessment modes and assessment criteria will need to match the modular content and be clearly related to the Generic Level Descriptor and Training Outcomes (see pp 18-22)

Whichever model is chosen – or combination of models – there will need to be a clear sense of sequence and of development. (see Appendix 4 pp 51-52) for a list of terms which indicate sequence and development).

Whichever model is chosen each module needs to conform to a modular outline structure which is indicated in Appendix 2 (pp 46-48). This includes the stipulation of **Learning Outcomes** which are the focus of the assessment of the module.

The adoption of a **Modular structure** will facilitate the Guiding Principle stated above. The way in which Modules are structured and in which they accumulate, by **Credits**, into the three **Stages/years** will enable all concerned to have a clear sense of precisely what is required and of sequential progression and development through the individual MO's Training Programme.

A general issue of educational principle in terms of the curriculum development and structure is that trainees need to be provided with a scheme of study which is published, which they can understand, with which they can engage, which provides relevant assessment and which provides them with clear, accurate and moderated feedback as to their performance. It is also essential that the curriculum allows them to achieve the specific and overall Training Outcomes which lead to the award.

2 Rationale for Theoretical Choice and Clinical Focus.

The Theoretical choice for trainees is primarily the responsibility of the UKAPC Member Organisation. Member Organisations have experience of teaching this level of training with the chosen theoretical model and moderated by appropriate external examining systems.

However, the following indicate the requirements which need to be met in order for the trainee's choice of theoretical model to be valid in terms of the Training Outcomes specified later in this Regulatory Framework: (see pp 20-22)

The Theoretical Model must include:

- 1 A model of mind and/or person which derives from historical and current literature with relevant contemporary critiques and updates.
- 2 A model of gendered and culturally influenced human development.
- 3 A model of human change and of ways in which change can be facilitated.
- 4 A set of clinical practice-related concepts which indicate how the theoretical model is directly related to Psychotherapeutic counselling practice.
- 5 A broader literature which not only relates to the theoretical model and its clinical practice, but which also includes critiques of the theoretical model. Critical reflexivity rather than mere absorption and regurgitation of concepts is central to training at this level.

Such a literature is essential among other things, for enabling the trainee to achieve the Training Outcomes and assessment criteria of the Modules leading to the awards.

- 6 It would be desirable if the theoretical model was supplemented by other literature which located Psychotherapeutic theory and practice in wider cultural, social and political contexts in order to avoid a simplistic monocular/individualised approach to people-in-relation and in cultures.
- 7 Related areas of research and texts further enhance Psychotherapeutic training. Work in areas such as: cognitive science, consciousness studies, brain physiology, brain neuro-chemistry, construction of self and identity, gender and sexuality studies, philosophy of mind, evolutionary psychology.

The planning process for a major course of training which results in qualified Psychotherapeutic Counselling status needs to take into account a wide range of issues and considerations in order that the training is firmly located in contemporary society, in relevant inter-disciplinary literature and research and in people's experiences within such a plural society.

In cases in which a pluralistic approach to integration is adopted, and which therefore do not promulgate a single model, the organisation will need to provide a clear rationale for its choice of model. All other aspects of the structure of the course will need to be explicit as these are required by the relevant awarding body.

Section 3 Aims of the Regulatory Framework and the Regulatory Framework

The main aims of this Regulatory Framework are to provide:

- 1 **A Rationale for the Regulatory Framework** of such training, including a Modular approach with credit accumulation.
- 2 **A Rationale for a Model of Specific Level Descriptors and Generic Training Outcomes in Psychotherapeutic Counselling** – the culmination of which is in the achievement of the Module Learning Outcomes.
- 3 **A Rationale for Assessment**, including Learning Outcomes (which are widely used in the university sector), assessment criteria, carefully structured modes of assessment with associated assessment criteria.
- 4 **A Rationale for the Staged and Modular Structure of the Award (Psychotherapeutic Counsellor)** and the Stages and Modular accumulation which lead to this award.
- 5 **A Rationale for the Management and Monitoring** of the trainees' progress through the Stages of the award.
- 6 **A Rationale for Theoretical Choice and Clinical Focus.**
- 7 **A Rationale for Life-Long Learning and Continuing Professional Development.**

1 A Rationale for the Regulatory Framework.

This framework and structure of training emphasises the four central aspects of learning/training philosophy and focus:

- 1.1 Theoretically informed practice-based training.
- 1.2 Enhancement of practice which is firmly focused on theory and clinical practice in occupational settings.
- 1.3 The development of a critically reflective approach to theory, practice and the training process itself.
- 1.4 Personal therapy. (See p 18 of the Constitutional Documents).

Each of these will be described in turn in order to lead in to the Rationale for the **Modular Structure/Training Standards and Training Outcomes** aspect of this document and its credit accumulation basis.

1.1 Theoretically informed practice-based training.

All the forms of assessment are such that in the trainees' assessment they can draw on theoretical study and practice in order to prepare for the assessment processes. It is of course necessary that their practice and study are such as to allow for the preparation of all **the modes of assessment** which will be required for the presentation of their assessment.

Appropriately qualified and experienced tutor/trainer who will provide two forms of support for the trainees :

- 1.1.1 Assisting them to identify categories of their work and theoretical study which will be the focus of the assessment. These same categories of theory and practice will also relate to chosen **modes of assessment**.
- 1.1.2 Provide information in the form of: teaching/learning strategies, clinical guidance, suggested reading, tutorials, guidance in preparation of their **modes of assessment**.

These two forms of support will be provided by the normal tutorial roles and processes existing in the UKAPC training institutions.

This form of trainer support will be different from the clinical supervision which the candidate will need to be using. Indeed, the supervisor and the trainer may be different people, although each may provide support in the construction of the modes of assessment which the candidate will be in the process of preparing. Supervisors may or may not be involved in the formal assessment of the trainees' assessed work. However, supervisors may be required to provide formal attestation that the trainee has made effective use of supervision.

1.2 Enhancement of practice which is firmly focused on theory and clinical practice in occupational settings.

1.2.1 The candidate and the trainer will have available a **Trainees' Handbook** which will contain all the requirements and methods by which the formal requirements of the course can be successfully achieved.

1.2.2 This means that the trainee will know how to engage in processes which will enhance her/his theoretical development and clinical practice and will know precisely what **assessment criteria** will be used by the assessors. In addition, the **mode of the assessment** will be made clear. The Modular **learning outcomes** which are the explication of the focus of assessment will also be specified.

It will also be necessary to provide the submission dates for the formally assessed work and a system for formal extension of these submission dates. Meeting submission deadlines is an important aspect of the trainees' management of their work on the course and a demonstration of their ability to work within formal boundaries. It will also be necessary to inform the trainees of the return dates of their formally assessed work.

1.2.3 Conditions of success, failure and re-take will also be clear in the **Trainees' Handbook**.

1.2.4 It will also be stated precisely under which conditions and for what reasons a candidate may complain of unfair treatment. This will include the possibility of complaint about the trainers, internal assessors, external assessor in terms of *failure to carry out due processes in a clear and fair manner*. There will not, normally, be grounds for trainees to complain about the outcome of a professional and/or academic judgement in relation to formally assessed work which results in the award of **credits**.

1.2.5 A system of second marking will need to be established in order to attempt to correct for marker bias. An external examining system will also need to be in place.

Thus the Rationale for the Model of training is intended to establish good practice in both professional/clinical terms and in terms of transparent, accountable, fair and accessible processes.

1.3 The development of a critically reflective approach to theory, practice and the training process itself.

The training of Psychotherapeutic counsellors is not construed as the mere internalisation and replication of received traditions and practices. It is intentionally designed to challenge and critique such tradition and practices including the training process itself. Thus the encouragement of critical reflexivity in relation to all aspects of the course and of the trainees' and trainers' own positions is integral to the training process.

1.4 Personal therapy.

It is a requirement of the training courses that there is, in parallel to the experiences on the course, a formal process of personal therapy and allied personal development and awareness which not only provides opportunities for the trainees to develop personal awareness and insight, but also allows them to experience what it feels like to be vulnerable and to explore personal issues and problems with another person.

2 A Rationale for a Model of Specific Level Descriptors and Generic Training Outcomes

The statement of Specific Level Descriptors (see pp 21-23) in this Regulatory Framework has an inevitable impact on all courses which lead to registration as a UKAPC Psychotherapeutic Counsellor.

Specific Level Descriptors are deliberately brief but complex statements which are intended to synthesise all the associated Module Specific Learning Outcomes. These Training Outcomes will not be directly assessed as such, but attestation that the trainee has achieved them will be a logical consequence of the trainee having satisfied the assessment criteria for all the Learning Outcomes in all the Modules.

The Training Outcomes are stated below so that all concerned can be aware of them and they act as defining parameters and outcomes of all the Modules. The Training Outcomes relate specifically to the four major components of training in Psychotherapeutic counselling.

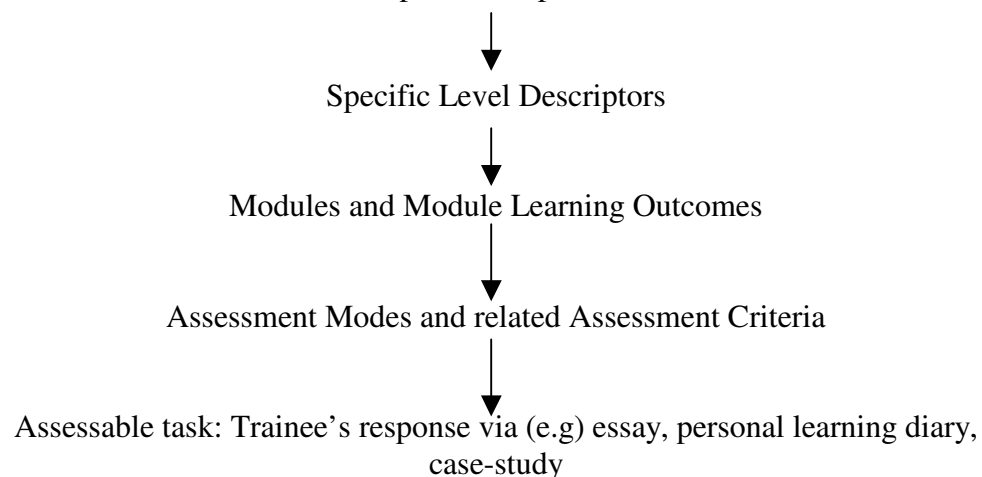
Generic Level Descriptor and Training Outcomes

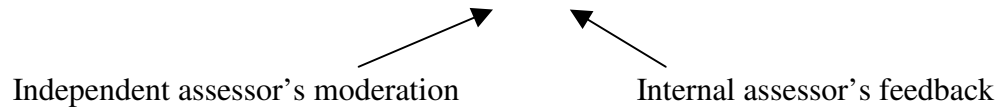
In order to establish the over-arching academic and professional standard and level of this Regulatory Framework a **Generic Level Descriptor** is provided. This comprises a summary statement of core terms which indicate both academic level and required professional categories of training.

GENERIC LEVEL DESCRIPTOR Incorporating Training Outcomes

A cascade model of all factors involved in requirements and assessment for the training of Psychotherapeutic counsellors

The Psychotherapeutic Counsellor is expected to demonstrate the capability to critically evaluate her/his chosen theoretical model and the impact of this model on Psychotherapeutic counselling practice. In particular there will be sufficient congruence between the values and concepts of the theoretical model and professional practice. An ability to use supervision effectively and a capacity for self reflective practice. The Psychotherapeutic counsellor will have experienced sufficient education and training to possess a deep understanding of the theory and practice of Psychotherapeutic counselling including contemporary critiques of counselling and psychotherapy from a range of sources, for example: philosophy, gender studies, multi-cultural sources and developments in related disciplines. The Psychotherapeutic counsellor will demonstrate a deep understanding of Psychotherapeutic counselling gained from both independent and co-operative study. In these ways the Psychotherapeutic counsellor will be able to demonstrate competence to practice.





In summary form these standards are evidenced in the following key areas or Quality Indicators:

- 1 Training Outcomes.
- 2 Generic Level Descriptor.
- 3 Specific Level Descriptors
- 4 Module Learning Outcomes
- 5 Modes of Assessment
- 6 Assessment Criteria.

Matrices of the Generic and Specific Level Descriptors are provided below.
It is these which will need to inform all modules in an MO's submission of a response to the Regulatory Framework.

Generic Training Outcomes: Psychotherapeutic Counselling: Practitioner Level

Specific Level Descriptors	Knowledge and understanding	Analysis	Synthesis and Creativity	Evaluation
	The learner is expected to demonstrate	The learner is expected to demonstrate the ability to	The learner is expected to demonstrate the ability to	The learner is expected to demonstrate the ability to
Knowledge Base	A competent level of theoretical knowledge of a chosen model of Psychotherapeutic counselling	Formulate a model of the mind and/or person, a model of individual development, a model of Psychotherapeutic change using theoretical knowledge of a chosen model of Psychotherapeutic counselling, conceptualise a range of Psychotherapeutic interactions.	Use a satisfactory level of theoretical knowledge to develop hypotheses and generate Psychotherapeutic responses to clinical problems.	Congruently and critically assess and report on own and others' work with clients/patients. Critique chosen model of Psychotherapeutic counselling and assess the limitations of the model.

Generic Training Outcomes: Psychotherapeutic Counselling: Practitioner Level (cont'd)

Specific Level Descriptors	Psychotherapeutic skills	Self-appraisal, reflection on practice	Planning and management of learning/practice	Communication and presentation	Interactive professional skills
	The learner is expected to demonstrate the ability to use theoretical knowledge in order to be able to	The learner is expected to demonstrate the ability to	The learner is expected to demonstrate the ability to	The learner is expected to demonstrate the ability to	The learner is expected to demonstrate the ability to
Professional and personal skills	Assess clients/patients for suitability for Psychotherapeutic counselling. Formulate and apply appropriate Psychotherapeutic processes/strategies. Establish and work with Psychotherapeutic relationship. Make appropriate Psychotherapeutic interventions and manage appropriate endings.	Reflect on Psychotherapeutic process and on own functioning in order to improve practice. Reflect on own personal therapy in terms of how personal problems are managed and/or resolved.	Make effective use of resources for learning. Prepare and make effective use of supervision. Identify, clarify, assess and manage resolution of a range of clinical problems.	Engage competently in professional communication with others	Develop strategies for the management of conflict and to work co-operatively with others

Generic Training Outcomes: Psychotherapeutic Counselling: Practitioner Level (cont'd)

Specific Level Descriptors	Characteristics of Professional Setting	Responsibility	Ethical understanding
	The learner is required to demonstrate	The learner is required to demonstrate	The learner is required to demonstrate
<p style="text-align: center;">Context of Practice</p>	<p>Experience of complex and unpredictable or specialised contexts which may demand a capacity for adaptation and innovative practice. Experience of work in a specialised context is expected eg. mental health, education, prison hospital. A flexibility in adaptation of chosen model of Psychotherapeutic counselling to the work context.</p>	<p>Awareness of issues and procedures relevant to professional practice. Satisfactory operation of professional accountability on organisational settings. Working effectively in line-management relationships and the ability to work independently. Responsibility for self-monitoring and personal care.</p>	<p>Competence in the understanding and application of ethical principles and codes. Ability to work co-operatively in the resolution of ethical dilemmas. Understanding of relevant legal, statutory and agency requirements.</p>

3 A Rationale for Assessment.

It is necessary for all modes of assessment and all criteria for assessment to enable the trainee to achieve the aims of the following:

- 3.1 **The Generic Level Descriptor** informs, both explicitly and implicitly, all aspects of the professional and academic components of the course.
- 3.2 The other major factor which permeates all aspects of the course structure and its assessment consists of the **Training Outcomes**. These outcomes, embedded within the Generic Level Descriptor are also expressed as **Specific Level Descriptors**. They have been agreed and adopted by UKAPC. They define those professional standards of competence which will need to be attested when the trainee has completed all the formally assessed aspects of the training. The Training Outcomes/Specific Level Descriptors will therefore need to inform all aspects of the design of the Member Organisation's course. Their significance is also emphasised by the fact that it is these Training Outcomes/Specific Level Descriptors which are part of the proposal for any future Statutory Regulation.
- 3.3 **The Rationale for this Assessment Structure.**

This follows from the Rationale for Modular Structure and the levels and standards which are stipulated in the Training Outcomes.

The roles of the trainer and the supervisor of clinical practice are to provide enhancement of the four major components of Psychotherapeutic counselling: theory, clinical practice, personal development, use of supervision of clinical practice all of which need to be consistent with the **modes of assessment** and the **assessment criteria** against which each **mode of assessment** will be judged. However, as previously stated, the supervisor may not be involved in the formal assessment of the trainee's work but will need to attest that the trainee has made effective use of supervision.

- 3.4 It is an essential aspect of such a Model and structure that the standard of the award and of all components and criteria associated with it are derivative from and clearly related to a **Generic Level Descriptor and are explicitly informed by the Training Outcomes/Specific Level Descriptors**. These define the broad parameters within which the whole of the structure, content, teaching/learning strategies and assessment criteria are framed.

There are complex issues around the Generic Level Descriptor and the embedded Training Outcomes. Appendices 3 and 4 spell out some of these complexities. It is

fundamental to standards and quality that the issue of Generic Level Descriptor is appropriate to the level being stated for training.

3.5 There are four key components for the assessment structure:

- 1 Modes of assessment.
- 2 Criteria for the assessment of these modes.
- 3 Module Learning Outcomes which provide a focal synthesis of the module content, modes of assessment and the assessment criteria.
- 4 Timing of assessment and feedback to the trainee.

1 **Modes of assessment.**

These may include:

Portfolios a collation of various forms of work which articulate areas of learning, including theoretical orientation, the role of theory in practice, a critical reflection of the application of theory in practice, reflection of problems and issues which arise in practice and ways in which these have been managed with varying degrees of effectiveness.

Case-studies which focus on clinical experience with clients. A critical reflection on these cases and a detailed exploration of the role of theory in these case-studies and of the uses made of supervision with particular focus on these chosen cases. Clear identification of the trainee's learning and further learning needs may also be a requirement in the case-studies.

Essays/written projects, will allow the candidate to explore wider issues that those dealt with in the case study. They will also provide opportunities for the trainee to synthesise a range of learning which arises from all the other modes of assessment and other sources of learning on the course. They will allow for depth and breadth of exploration, critical reflexivity and the trying out of new possibilities for both theory and practice.

Tape-transcripts with critical reflection. This mode of assessment may get closest to the trainee's actual practice and all the relevant ethical procedures will need to be both explicit and

effective. This will allow transparency of the Psychotherapeutic process to all relevantly concerned bodies, including the client. **Personal and Professional Learning Diaries** which allow the trainee to keep a personal and developmental record of the wide range of theoretical, clinical and personal learning which will take place during such a training experience.

The documentation provided by MOs is required to demonstrate how these Personal and Professional Learning Diaries (PPLDs) are monitored and used by the trainees. There will also be a need to make explicit what guidelines are produced in order to assist the trainees in the construction of such PPLDs. These PPLDs are opportunities, among other things, for the trainee to formulate a personal learning plan and also provides a format for future Continuous Professional Development.

Dissertation A Dissertation, which may include a research project, is focussed on an issue or issues identified by the trainee and agreed by an the training course. The Dissertation will provide an in- depth culmination of the three years of Psychotherapeutic counselling training.

2 Criteria for the assessment of these modes.

Mode-related assessment criteria will make it clear to all concerned precisely what needs to be achieved in relation to the various modes of assessment.

Assessment Criteria

Example of Assessment Criteria for essay work could consist of the following: (These are based on university validated courses in counselling and psychotherapy).

- 1 There should be an Introduction in which the general plan of the essay is elucidated.
- 2 Issues in the title – or the assignment task - are addressed in a lucid, relevant rigorous and coherent way. The trainee should not merely make statements of belief in a particular theory.
- 3 The work is well structured, themes/ideas/issues are developed in a logical consistent and carefully argued way. Polemical ways of advancing arguments should be avoided.
- 4 There is evidence of the use of personal experience and views, reading of relevant literature all of which focus on clinical work.

- 5 Syntheses of personal insight, theory and practice should be developed.
- 6 References and quotations are used and acknowledged in consistent and approved style. No unacknowledged quotations should be used. Quotations should not merely be made leaving the reader to wonder why they had been used. Quotations should be positively used by the trainee in a range of ways.
- 7 Clear use is made of appropriate concepts, theories, models, experience to analyse own and others' experiences and construction of their world. Concepts should be used critically and analytically.
- 8 There is a demonstrated awareness of the influence of own and others' values and beliefs on ideas and practice.
- 9 Unsupported generalisations should be avoided, and clear distinctions between evidence and opinion should be maintained.
- 10 Original ideas, connections and developments are to be demonstrated. This allows for creativity to be evidenced.
- 11 Awareness of the cultural and political contexts of theories, beliefs and practices should be demonstrated.
- 12 Further implications of the issues in the title may be indicated for which there was not space in the allotted word length to explore.
- 13 The conclusion draws together the main strands of the discussion in a way which enables the reader to appreciate why these conclusions are reached. New material should not be included in the Conclusion. The conclusion is a significant part of the response to the assessment task and not a brief ending which leaves the reader wondering why the conclusion has not been made clear in summary form.

Some of these assessment criteria could be used for other modes of assessment. However, each mode of assessment should have its own stipulated assessment criteria so that the trainee is clear as to how the Learning Outcomes related to the module and the set task are to be achieved.

All modes of assessment, in so far as they differ from the above, should be at postgraduate level in order that the whole of the course of training

conforms to the postgraduate diploma status and meets the Training Outcomes of this Regulatory Framework.

In other words, the trainee's response to the module content and the set task (essay title, case-study or whatever) should demonstrate achievement of the learning outcomes of the Module by means of the assessment criteria.

3 Learning Outcomes

The Training Outcomes' philosophy, allied to Module learning outcomes, clearly values and seeks to validate and enhance clinical practice. Thus the Modular/Learning Outcomes Model is entirely consistent with a Training Outcomes' philosophy and structure. Training Outcomes and Module learning outcomes are a clear focus for the trainers and trainee in terms of precisely what areas the required mode of assessment need to address. Training Outcomes and Module Learning Outcomes are particularly important for courses of training which result in attestation of professional competence.

Module-related Learning Outcomes.

These are succinct statements, associated with the title and indicative content a specific Module, as to what precisely needs to be achieved through the completion of **all the modes of assessment related to that particular Module**. It is likely that there will only be one form of assessment associated with a Module.

Each and all the Learning Outcomes associated with a Module will need to be satisfactorily achieved by the trainee in order for the Modular credit to be awarded. Whether or not a Member Organisation has a system of graded assessment, in addition to Pass/Fail, the trainee will need to have achieved the module learning outcomes in order to pass the Module assessment.

Normally there will be 2 to 4 learning outcomes for each Module. However, in the case of long modules this number may be increased. It remains essential that the assessment task set is such as to allow the trainee to achieve all the learning outcomes.

The form of assessment (eg essay title) for the particular module should be carefully constructed so that all the Modular learning outcomes can be achieved. It would be a ground for complaint if

the assessment task did not allow the achievement of all the learning outcomes for the Module.

Modules will need to be taken in the order determined by the training course and printed in the Trainees' Handbook because this allows for sequence, development, progression and hence professional and personal development.

4 Timing of assessment and feedback to the trainee.

An essential aspect of an effective learning process relates to the provision of suitably detailed, critical, challenging, supportive and well timed feedback to the trainee. The modular structure is designed, *inter alia*, to allow for such well timed and detailed feedback. Thus the trainee is able to assess her/his own progress on a Stage and on the course, is able to identify strengths for further development and to identify weaknesses which need to be addressed if future success is to be sustained.

In order for the trainee to be able to make effective use of the feedback on formally assessed work it would be expected that such feedback would be provided within four to six weeks after the submission of the assessable work. All aspects of the formal feedback on trainees' work should be available to the external examiner for the course.

4 Rationale for the Staged and Modular Structure of the Award.

4.1 The Staged Structure.

In order that the above central Statement of Principle and commitments to Training Outcomes-led training can be implemented, it has been decided to adopt teaching/learning/assessment staged structure which consists of the following:

- 4.1.1 The structure is **Modular**, and Modules are sequential and developmental. (See Appendix 4, pp 51-52 for concepts which relate to sequential and developmental study). Satisfactory completion of Modules, which are credit-bearing, defines the trainee's progression through the course. The time taken for the study of a Module will be stipulated and will consist of: trainer input, workshops and other course-related learning.
- 4.1.2 It is **credit rated**, such that completion of the Module results in the formal award of a specified number of credits. The documentation

provided by the MO will need to stipulate the credits which are awarded by successful completion of the module.

- 4.1.3 It is **cumulative** in that the accumulation of credits arising from successful completion of the Modules allows the candidate to progress towards the requisite number of credits for Award of Psychotherapeutic Counsellor by the UKAPC Member Organisation.
- 4.1.4 It is this structural way of progressing through the course that allows the trainee, and all bodies with an proper interest, to know where s/he arrived in terms of success and failure and in terms of the number of credits attained. There is the additional important feature of the Modular approach in that it provides key points of feedback to the trainee as to strengths and weaknesses in relation to her/his engagement with the course in all its varied aspects. This needs to be clearly the case in whichever model of modules has been chosen.
- 4.1.5 The accumulation of credits also allows for breaks in study to take place in a way which allows the trainee to re-engage at a later date in full knowledge of her/his credit status. The ‘shelf-life’ of credits needs to be agreed. That is: how long may a trainee delay continuation of the course without having to re-take previously passed Modules?
- 4.1.6 The **Modules** are related to the three **Stages/years** which represent the training period normally required for the Psychotherapeutic Counsellor award. There may be up to four **Modules** in each Stage/year. Course designers may decide that a double module is appropriate in a Stage, in which case 8 credits will be awarded. A triple or quadruple module is also possible in order to allow flexibility in terms of the notion of modular length. There is, therefore, flexibility in the size of a module, but the flexibility is such as to result in 4 credits or multiples thereof. In this way there is an attempt to standardise the allocation of credits.
- 4.1.7 The **Psychotherapeutic Counsellor Award** arises from the satisfactory completion of 48 credits which are normally associated with three years/Stages of training.

Satisfactory completion of 12 Modules resulting in 48 Credits will result in satisfactory completion of the relevant Training Outcomes for the award of **Psychotherapeutic Counsellor** at Practitioner Level. This will normally take 3 years.

4.2 The Nature of the Award.

The Named Award is given as a consequence of a trainee achieving the Training Outcomes related to a statement of competence and qualification as a Psychotherapeutic Counsellor.

Whilst credits will be awarded for completion of Modules and Stages prior to the completion of the three Stages required to achieve an Award, there are no intermediate Awards. That is to say, there is no award associated with either Years/Stages 1 or 2.

However, some courses will offer intermediate certification, for example Postgraduate Certificate and Postgraduate Diploma. This terminology only applies in cases where the course is validated at postgraduate level by a university. It needs to be clear that these intermediate awards do not in themselves lead to registration as a Psychotherapeutic Counsellor.

The time-scale for the completion of these Stages and Modules is flexible and will depend on the MO's choice of modular model.

The Stage and Modular structure allows for a trainee to take time out for good reason and to re-engage with the course at an agreed time and within an agreed time.

5 Rationale for Management and Monitoring of Trainees' Progression, Assessment, Pass/Fail, complaints, re-take options, and the formal awarding of credit for Modules and the accumulation of credit for the awarding of the named Award.

This management will need to be undertaken by an Awards Management Committee/Group within each UKAPC training organisation. Some such mechanism will already exist. The UKAPC Governing Body may decide to require specified composition and terms of reference of these member organisation awarding bodies in order to assure itself that structures and processes of this crucial function are appropriate.

The composition of this combined Awards Management Group will need to reflect all interests including, perhaps, those of actual or potential employers.

It will have the awarding powers which in other contexts are authorised by Examining Boards of Universities or by Examining Boards/Bodies.

6 Rationale for Theoretical Choice and Clinical Focus.

The Theoretical choice options for trainees is primarily the responsibility of the UKAPC member organisation. Presumably appropriate training organisations have experience of teaching this level of training with the chosen model of theory, and appropriate external examining systems.

However, the following indicate the requirements which need to be met in order for the trainee's choice of theoretical model to be valid in terms of these Training Outcomes:

The Theoretical Model must include:

- 1 A model of mind and/or person which derives from historical literature with relevant contemporary critiques and up-dates.
- 2 A model of gendered and culturally influenced human development.
- 3 A model of human change and of ways in which change can be facilitated.
- 4 A set of clinical practice-related concepts which indicate how the theoretical model is directly related to Psychotherapeutic counselling practice.
- 5 An extensive literature which not only relates to the theory and its clinical practice, but which also includes critiques of the theoretical model. Critical reflexivity rather than mere absorption and regurgitation of concepts is central to training at this level. Such a literature is essential among other things, for enabling the trainee to achieve the Learning Outcomes and assessment criteria of the Modules leading to the awards.
- 6 It would be desirable if the theoretical model was supplemented by other literature which located Psychotherapeutic theory and practice in wider cultural, social and political contexts in order to avoid a simplistic monocular/individualised approach to people-in- relation.
- 7 Related areas of research and texts further enhance Psychotherapeutic training. Work in areas such as: cognitive science, consciousness studies, brain physiology, brain neuro-chemistry, construction of self and identity, gender and sexuality studies, philosophy of mind, evolutionary psychology.

7 Rationale for Life-long Learning and Continuing Professional Development.

UKAPC is mindful of the wider context in which trainees will be registering and using the qualification of Psychotherapeutic Counsellor. In particular they are mindful of the following expectations and concerns:

- The Government's commitment to life-long learning.
- The need for accountability and transparency of processes in relation to training and professional practice.
- The need for monitoring of individual practice where this interfaces with the public.
- Continuing professional development.
- Supervision of clinical practice.

With these in mind, the standards and structure of this Regulatory Framework are such as to allow for transfer into University validated psychotherapy courses through University APEL Schemes (Accreditation of Experiential and Certificated Learning) and transfer into other comparable courses is also facilitated by these standards and this modular, credit- rated structure. These aspects deal with implications for life-long learning.

The adoption of the Regulatory Framework, explicit Training Outcomes, Trainees' Handbook, monitoring and review procedures, clear lines of responsibility and accountability in terms of organisations and awarding bodies, all these address issues of accountability and transparency in terms of processes and outcomes.

The Generic Level Descriptor, the Specific Level Descriptor Outcomes, the modes of assessment and the assessment criteria are all couched in terms which match postgraduate university provision in comparable courses.

UKAPC also needs to take note that there are national bodies either being set up or already in place to ensure quality of provision and of ethical practice. It is therefore incumbent on UKAPC to take initiatives and to influence these processes.

Section 4 The Headings under which the Member Organisation's Response to the Regulatory Framework is to be made.

This Section and the one which follows need to be completed by the MO in order to submit its application for UKAPC Accreditation within the Regulatory Framework.

In your preparation of this submission you may wish to consult the UKAPC Training Officer and/or the CEO.

You will need to consult Appendix 3 (pp 49-50) on Levels in order to ensure that your submission includes all necessary aspects. Some of these, for example the External Examiners' reports, could be attached as appendices to this Section of your submission.

This Section contains the headings to which your documentary response to the Regulatory Framework needs to respond. In cases in which you have already had your course documentation validated by a university or other external academic body, or if you are in the process of such a (re)validation, then many of the headings will have already been covered. However, you will still need to make a response to the UKAPC headings which have not already been covered in the university validated document. Your response to the UKAPC headings could then be attached as an appendix to the university validated document. In this way you will ensure that a full response has been made to the UKAPC Regulatory Framework. This is to ensure that all the Training Outcomes required by UKAPC are not only met but are carefully documented.

1 Title of the course including any university award for which your course is validated.

2 Critical appraisal.

Background to the development of the course including a brief description of the history of the course and the kinds of changes made over time and the reasons for these changes. Indicate the sources of critical support used in the development of the course. In other words, provide a critical appraisal of the development and delivery of the course up to this present time. If your course is university validated, please provide a brief description of the key aspects of the validation requirements and processes.

3 Rationale for the choice of theoretical model adopted on the course.

4 Rationale for the theoretical model adopted on the course as it applies to each of the main aspects of the training: theory, clinical, personal development.

- 5 Rationale for the choice of modular model:** linear/sequential, integrated, spiral/helical or what ever model you adopt.
Indicate whether there are optional modules in addition to core modules. If there are optional modules please provide a rationale.
- 6 Rationale for the structure and content of the course.**
In addition to a rationale, please provide a diagram of the structure of the course indicating: module sequence, length of modules, stages in which modules are included, overall time of the course.
- 7 Rationale which explains how the course enables the trainees to achieve the training outcomes of the RF** (see pp 20-22). On completion of the course it should be evident to trainees and any other interested parties that the Training Outcomes have been achieved and that the Psychotherapeutic counsellor's competence to practice has been achieved. This evidence is contained in the range of formal assessment of the course.
- 8 Rationale for the overall length of the course.**
- 9 Rationale for the clinical focus of the course,** for example the type of client group and the typical number sessions of Psychotherapeutic counselling provided.
- 10 Rationale for the uses made on the course of people external to the course,** for example supervisors, personal therapists.
- 11 Rationale for the assessment criteria for each of the assessment modes used on the course.** Please state the assessment criteria for each of the modes of assessment on the course. You need to ensure that these assessment criteria are appropriate for a course which is at postgraduate diploma level of study. It is also essential that each mode of assessment, and in combination and accumulation, demonstrate that they are within the parameters of the Generic Level Descriptor and that they provide evidence that the competencies indicated in the Training Outcomes have been achieved.
- 12 Rationale which establishes the postgraduate diploma level of the course.**
- 13 Rationale for the management of the course.** This to include: specific functions of trainers on the course, line-management of the course, roles and responsibilities, trainer-provided support for trainees.
- 14 Rational for monitoring of the course including the formal review processes.** These are processes by which the course is subjected to critical appraisal and the ways in which any criticisms made by the External Examiner are addressed and responded to.

15 Rationale for the ways in which the course establishes the basis of good practice in terms of life-long learning and continuing professional and personal development.

16 Addition of Supplementary Modules.

If you wish to add any supplementary modules, such as Working With Children and Young People, or Working with Older People, then indicate this and provide a rationale for this supplement and demonstrate how it will fit conceptually, developmentally and experientially with the core modules of your course. These supplementary modules may either be in addition to the compulsory modules of the course or they may replace some course modules. In either case there needs to be a rationale provided.

17 Other relevant information.

Provide any other relevant information which pertains to any aspect of the course which affects the trainees' experiences on the course. This additional information needs to include:

- 17.1 Complaints procedures relating to the course. These may be in the form of existing documents which are attached as appendices.
- 17.2 Entry qualifications and processes of applying for a place on the course.
- 17.3 Involvement of trainees with the formal committees which manage the course.
- 17.4 Methods of gaining trainees' feedback as to their experiences on the course, including any criticisms of content, processes and individuals. Stipulate what use is made of this feedback and how such use is effected.

Section 5 The Modules and their structure

In this section provide the sequence and details of all required modular using the format provided in the example (Appendix 2 pp 46-48) of the module on 'Shame'. These modular details will form part of the Trainees Handbook and so the details should provide all the information which a trainee needs in order to understand, engage with and pass a module.

It is suggested that the formal presentation of the modular format conforms to that provided in the Regulatory Framework as an example. If you wish to adopt another variation on this format please make it clear what format you are adopting and why you are adopting it.

Please preface this section with a modular diagram.

Section 6 Appendices.

There are four Appendices which clarify and amplify some aspects of significant content in the Regulatory Framework and provide a worked example of the Model for Credit Accumulation and Training Outcomes.

Appendix 1 Glossary of Terms

1 **United Kingdom Association for Psychotherapeutic Counselling**

The United Kingdom Association for Psychotherapeutic Counselling (UKAPC) was established in February 1999 for the training and education of Psychotherapeutic counsellors at postgraduate level. Its organisational structure is similar to that of the UKCP to the extent that applicant organisations are rigorously scrutinised. When they have become organisational members of UKAPC they can sponsor their graduates to the UKAPC Register.

There are five modalities of Psychotherapeutic counselling with:

- Individual adults.
- Couples.
- Groups.
- Children and young people.
- Families and systems.

2 **Regulatory Framework.**

The Regulatory Framework is the agreed Framework which includes Guiding Principles; concept, structure and sequence of a Modular Model; Training Outcomes; Generic Level Descriptor; Learning Outcomes; Credit accumulation; assessment sequence, assessment modes and assessment criteria.

This Regulatory Framework needs to be adopted and used by all Psychotherapeutic Counselling Training Courses which wish to conform to the Training Outcomes agreed by the UKAPC Governing Body.

Only courses which have adopted this Regulatory Framework in order to facilitate trainees in the achievement of the Training Outcomes expressed in the Modular Learning Outcomes will be participants in any future Statutory Regulation scheme. Graduates of such courses will be eligible for Statutory Registration as Qualified Psychotherapeutic Counsellors with UKAPC registration and also statutory registration when this becomes available.

3 **Training Outcomes**

These brief and complex statements relate to the major components of Psychotherapeutic counselling training each of which components needs to be in some degree permeative in relation to the others. They are embedded in the Generic Level Descriptor. The four central components are:

- 1 Theory in knowledge and practice.

- 2 Personal/professional Development.
- 3 Clinical Practice.
- 4 Use of Supervision of Clinical Practice.

These are further detailed in terms of **Specific Level Descriptors**.

4 Specific Level Descriptors. (See matrices on pp 20-22 above).

These are brief statements which define what every UKAPC accredited course will need to build into its general structure and in particular to the Module learning outcomes. They represent detailed elucidations of the four areas designated by the Training Outcomes.

5 Stage

A **Stage** consists of three essential components:

Modules,

Sequence of study of Modules.

A year/stage of study.

Completion of all the Stages allows the trainee to achieve formal credits which will accumulate into the attainment of the Training Outcomes associated with the overall Award – Qualified Psychotherapeutic Counsellor.

A Stage can only be satisfactorily completed and progression allowed to the next Stage when all four Modules in that Stage have been achieved by the trainee and the respective credits awarded.

Your course may not be delivered in years and stages, in which case you need to make it clear how your course is structured.

6 Award

There is only one Award associated with this Training Standards and Training Outcomes Framework:

The Award of Qualification as a Psychotherapeutic Counsellor.

There are no intermediate awards which will lead to registration as a Psychotherapeutic Counsellor.

This professional award may be in addition to an award of a university given as a validating body.

7 **Modules.**

A Module consists of the following, all of which must be present in a Member Organisation's documentation relating to the submission to participate in the UKAPC accreditation scheme.

7.1 Module Title. A brief statement as to the content of the Module.

7.2 Indicative Content. This is a brief bullet-point set of statements relating to the main areas of study which will be included in the Module teaching/learning. This Indicative Content will relate specifically to the theoretical model adopted by the course and to clinical practice associated with this theoretical model. This Indicative Content will need to change in response to continual up-dating and in response to up-dated bibliographies.

7.3 Learning Outcomes. These are brief but very explicit statements as to what the trainee will need to achieve as a result of studying the Module.

Each and all of the Module Learning Outcomes will need to be achieved by the trainee in order to be awarded 4 Credits.

Failure to achieve even one of the Learning Outcomes results in failure of the Module. There would normally be 2 to 4 learning outcomes for each Module.

Learning Outcomes in all Modules will need to derive from and be explicitly related to the content and level contained in the Generic Level Descriptor and the Specific Level Descriptors.

7.4 Credit. Each **Module** carries with it the award of **four Credits**. For the Award of Psychotherapeutic Counsellor **12 x 4 = 48 Credits** are required. This form of Credit accumulation is increasingly common in university courses and other forms of modular study. Not only does this result in clarity for all concerned as to how far the trainee has progressed with the Course, but in the event of the trainee wishing to transfer to a comparable course, this form of Credit Accumulation makes such transfer easier. Modules may be double, triple or quadruple in length in relation to the standard module. This allows for modular flexibility to fit with MO needs and practices.

7.5 Assessment Mode. An Assessment Mode is a type of assessment which is explicitly related to a particular form and content of learning in which the trainee has been engaged. Assessment Modes may include: essays, case-studies, portfolios, personal learning diaries, critical reflection on taped transcripts. It is important to establish a **word length** for each of these modes of assessment in order to create boundaries within which complex idea, experiences and practice need to be articulated. For example, an essay may typically attract a word limit of 2,500, whereas a case-study, containing a number of components as well as syntheses of learning may be 4,000 words in length.

The assessment for a particular Module will, typically, consist of only one mode of assessment, but if there is a clear rationale for including two such modes in order to assess different Module Learning Outcomes then such a rationale needs to be provided. Each Learning Outcome in a Module should only be assessed **once** in the mode of assessment for that Module.

Considerable thought needs to be given to the **construction of modes of assessment** such as essay titles because it needs to be quite clear that the essay title or other mode of assessment actually allows the trainee to achieve all the Module Learning Outcomes. A trainee would have **grounds for complaint** if the assessment mode did not clearly allow all the Learning Outcomes associated with that Module to be achieved.

7.6 Assessment rationale. In order that it is clear why a particular mode of assessment has been chosen, the course writers need to provide a brief statement as to the reasons for their choice of each assessment mode.

7.7 Assessment Criteria. These need to be constructed for each of the different assessment modes in order that the trainee is able to understand clearly how to achieve the Learning Outcomes associated with that Module. These assessment criteria are also an important indicator as to the formal level of the course and its standards.

7.7.1 Example of Assessment Criteria for essay work could consist of the following:

- 1 There should be an Introduction in which the general plan of the essay is elucidated.
- 2 Issues in the title – or the assignment task - are addressed in a lucid, relevant rigorous and coherent way. The trainee should not merely make statements of belief in a particular theory.

- 3 The work is well structured, themes/ideas/issues are developed in a logical consistent and carefully argued way. Polemical ways of advancing arguments should be avoided.
- 4 There is evidence of the use of personal experience and views, reading of relevant literature all of which focus on clinical work.
- 5 Syntheses of personal insight, theory and practice should be developed.
- 6 References and quotations are used and acknowledged in consistent and approved style. No unacknowledged quotations should be used. Quotations should not merely be made leaving the reader to wonder why they had been used. Quotations should be positively used by the trainee in a range of ways.
- 7 Clear use is made of appropriate concepts, theories, models, experience to analyse own and others' experiences and construction of their world. Concepts should be used critically and analytically.
- 8 There is a demonstrated awareness of the influence of own and others' values and beliefs on ideas and practice.
- 9 Unsupported generalisations should be avoided, and clear distinctions between evidence and opinion should be maintained.
- 10 Original ideas, connections and developments are to be demonstrated. This allows for creativity to be evidenced.
- 11 Awareness of the cultural and political contexts of theories, beliefs and practices should be demonstrated.
- 12 Further implications of the issues in the title may be indicated for which there was not space in the allotted word length to explore.
- 13 The conclusion draws together the main strands of the discussion in a way which enables the reader to appreciate why these conclusions are reached. New material should not be included in the Conclusion. The conclusion is a significant part of the response to the assessment task and not a brief ending which leaves the reader wondering why the conclusion has not been made clear in summary form.

Some of these assessment criteria could be used for other modes of assessment. However, each mode of assessment should have its own

stipulated assessment criteria so that the trainee is clear as to how the Learning Outcomes related to the set task are to be achieved.

In other words, the trainee's response to the set task (essay title, case-study or whatever) should demonstrate achievement of the learning outcomes of the Module by means of the assessment criteria.

7.7.2 Assessment Criteria for Personal and Professional Development.

Personal and Professional Learning Journal.

- 1 Reflection on the course experience in terms of thoughts, feelings and behaviours.
- 2 Sets learning objectives and monitors the extent to which these are achieved.
- 3 Evaluation of the development of attitudes, values, knowledge and skills.
- 4 Exploration of personal and professional changes.
- 5 Willingness to share her/his self spontaneously.
- 6 Commitment to personal growth and development.
- 7 Construction of a Personal and Professional Development Profile.

7.7.3 Assessment of Personal and Professional Development Profile.

The Personal and Professional Development Profile is based on information written in the Course Learning Journal and should reflect the following themes:

- 1 The setting, reviewing and evaluating of specific personal development objectives.
- 2 Awareness of self in relationship and the nature and quality of contact with:
 - Self
 - Peers

- Staff
 - Clients
 - Significant others.
- 3 The level of participation and ‘way of being’ in all parts of the course.
 - 4 The issues which have been figural in the trainee’s personal work during the Stage/year.
 - 5 The relationship between the trainee as a person and her/his professional practice.
 - 6 Possible future directions in personal and professional work.

Two important criteria for assessing the Profile are that:

- 1 Written work has demonstrated a genuine commitment to personal work.
- 2 Written work has demonstrated an ability to reflect on personal development in terms of the themes outlined above.

7.7.4 Assessment of critical analysis of taped transcript and case-study.

- 1 **Problem formulation** – the ability to formulate the client’s problems in terms of the theoretical model.
- 2 **Effectiveness** – clarity, precision, timing and effectiveness of intervention.
- 3 **Intuition and creativity** – range, flexibility and creativity of therapist’s approach.
- 4 **Quality of contact between psychotherapist and client** – including awareness and availability of therapist’s own process.
- 5 **Professionalism** – awareness of ethical considerations and limits of own competence.
- 6 **Anticipations and Predictions of the process of therapy** – ability to chart the direction of therapy.

- 7 **Theory** – knowledge of significant aspects of the theoretical model as revealed in the tape transcript and case-study and the appropriate use of these theoretical concepts in effective intervention.

7.8 Trainees' Handbook.

This Handbook will need to be prepared by the member organisation delivering the training and in advance of the delivery of the training. It will be a complete guide to the trainee and will include clear details of every aspect of the training: structure of the training, modes of assessment, assessment criteria, timing of assessment, Stage-related Learning Outcomes, Module details including learning outcomes, Training Outcomes, complaints procedure, re-submission of failed work and so on which will allow the trainee to understand precisely what is required in order to achieve the Named Award (Qualified Psychotherapeutic Counsellor) and the published Training Outcomes.

APPENDIX 2 A worked example

This worked example is taken from a course which adopts the Linear/Sequential Model of Modules. The Module is of a standard length and attracts 4 credits. However, the structure and other headings of information will be required in whatever model of modules has been adopted. It is essential that these module details provide the trainee with all the information which is relevant to the successful completion of the module.

A worked example of a Module structure and Content

Example of Module detail

Level:	Postgraduate or equivalent
Module:	Shame
Number of Credits:	4
Status:	Core.
Prerequisites:	Completion of Stages/years 1 and 2

Context:

This Module will critically evaluate the role of shame as a powerful dynamic affecting the development of individual identity and interpersonal relationships. The Module will further assess the influence of shame in the wider social/cultural context with particular focus on equal opportunities and the notion of internalised oppression.

Learning Outcomes.

On completion of this Module students will be able to:

- 1 Critically explore the ways in which shame may be experienced in children, adolescents, adults and the elderly.
- 2 Critically assess the influence of shame in the development of the individual psyche and in interpersonal relationships.
- 3 Critically evaluate an approach to working with shame from within your theoretical model.

Indicative Content.

Drive theory. Relationship theory. Affect theory. Field theory/systems theory. Developmental psychology. Affect shame binds. Shame and identity. Shame and abuse of power. Shame and self-image. Shame and body image, inferiority and insecurity. Phenomenology of shame. Shame and ethnic groups. Shame and eating disorders.

Teaching and Learning Strategies.

This Module may take place over a 5 day block or other time-scale which is appropriate to the kind of learning to which the trainees are exposed. The content is an integration of theory, personal development, clinical practice and the supervision of clinical practice. Teaching/learning takes place through a mix of didactic teaching and experiential group work.

Resources.

Key texts. These include original texts which helped to define the area and current texts which are dealing with the topics in the Indicative Content.

Methods of assessment.

The assessment will consist of:

- 1 Entries in the Personal Learning Journal which, in conjunction with entries in Module 10 and 11, will accumulate in a formative way towards the assessment of Module 12 at the end of this Stage.
- 2 A written project/essay of 2,500 words demonstrating the fulfilment of the Learning Outcomes. This is the summative assessment of this Module.

Assessment Criteria.

- 1 Standard assessment criteria for the assessment of written projects/essays will be used.
- 2 Criteria for the assessment of the Personal Learning Journal will be used.

Appendix 1. Issues relating the **Levels of Training and Standards** along with quality indicators which establish these Levels.

Appendix 2 Sequence and Progression in the Context of Developmental and Structured Learning Experiences.

The terms used in this Section are succinct statements of the reasons and purposes for structured and sequential learning in a staged and modular learning framework.

Bibliography including books and journals.

APPENDIX 3 Levels and Standards.

A major issue of quality assurance and control is that of levels of study and standards of assessment which related to this Level of study.

- 1 There is consensus within UKAPC that training is at postgraduate level up to postgraduate diploma.
- 2 What external checks are there to ensure that the level is actually attained, maintained and enhanced ?
- 3 The complex issue of Level is determined by a whole complex of interacting processes:
 - 3.1 Staff qualifications and experience, including: research and publications to support teaching at post-graduate equivalent level, experience of teaching at this Level.
 - 3.2 The resource environment in which this training at this Level takes place (library stock including both books and journals, computers, annual library spend, staffing of resources, staff development procedures, access by trainees to resources and so on.)
 - 3.3 External validation of this Level. A major source of this validation is that of public accountability, with associated transparency, by those who put on training for trainees who will interact professionally with the public for reward and in an ethical environment.
 - 3.4 The Level Descriptor, Training Outcomes, assessment criteria and Learning Outcomes, standards of work required, external examining/moderation, pass/fail rates are all quality indicators which need to be available in order for a judgements about Level and standards to be made.
 - 3.5 Level and standards are also indicated by the entry requirements which trainees are expected to achieve prior to entry to the course. Entry requirements to a post-graduate equivalent course should be undergraduate or equivalent.
 - 3.6 Quality of course documentation produced by course tutor teams is also a quality/level/standards indicator.
 - 3.7 The range of the bibliographies and their historical and contemporary inclusions is an indication of tutors' ability to provide up to date literature

to support learning on the course. Key historical texts will need to be provided, but the bibliography should not give the impression of being locked in an historical time warp.

Examples of bibliographical up-dates should be provided in your submission of documents to the UKAPC Governing Body.

- 3.8 Copies of external examiners' reports and the curriculum vitae of external examiners.

APPENDIX 4 Sequence and Progression in the Context of Developmental and Structured Learning Experiences.

A Regulatory Framework and its associated Staged and Modular/credit- rated structure needs to be explicitly supported by concepts relating to sequence and progression because these terms are evidently intrinsic to the educational philosophy of the Regulatory Framework and its teaching/learning structure and methodologies. This is the case whatever model of modules is adopted.

In the case of the Framework and Structure proposed there is no change of level in the trainees' progression through the Stages and the Modules. Therefore the Generic Level Descriptor remains the same and applies to all three Stages and is postgraduate diploma level.

However, course planners and designers who use the Regulatory Framework and the Structure will need to be conscious of aspects of sequence, development and progression on which the course is premised. The terms below are meant to inform course planning in order that the trainees are clearly aware of what it is that constitutes their sense of progression and development throughout the three Stages of their study on the course.

The impact of the list below will be sensed in the course planners' choice of modules to include in a particular Stage, the sequencing of modules within a Stage, the reason for one Stage preceding/succeeding another, the overall sense of integrity about the course in total.

Development
Progression
Sequence
Enhancement
Enrichment
Diversity
Depth
Breadth
Complementarity
Supplementarity
Critical reflexivity
Changes of perspective
Multi-perspectival approaches
Consolidation
Reinforcement
Challenge
Confirmation
Extension

Level of critique

Incorporation of material from other subject areas and perspectives

Appendix 5 Acknowledgements and Developmental Background.

Acknowledgements

Some of this material, in particular the Generic Training Outcomes has been informed by discussions and consultations over a period of years. These originally took place within the United Kingdom Council for Psychotherapy.

UKAPC became involved with these deliberations by sending myself as their representative on a national planning group the aim of which was to produce NVQ Level 4 Counselling Framework.

Subsequently UKAPC decided to produce its own Regulatory Framework for Training Standards and Training Outcomes. This document benefited from discussions over a period of time with Ken Evans who also gave permission for the modular example (pp 41-42) to be included.

More recently the UKAPC Governing Body asked Ken Evans, Gordon Law and myself to produce an advanced draft of a document which I had previously prepared for UKAPC.

This meeting took place on 13 July 2001 and most of the time was spent in revising the Generic Training Outcomes and Specific Level Descriptors in order that they should allow two primary criteria to be met:

- 1 That the Training Outcomes should enable successful trainees to be authorised to practise as Psychotherapeutic Counsellors within the parameters provided by UKAPC.
- 2 That the structures and processes of the Regulatory Framework should clearly establish quality training standards which would ensure that certification is at a postgraduate diploma level equivalent to that provided by universities.

A Special Meeting of the UKAPC GB took place on 4 December 2001 agreed a range of changes and Heward Wilkinson, Hilde Rapp, Gordon Law, Ken Evans were asked to scrutinise these changes on behalf of the GB.

Jennie McNamara, the Chair of UKAPC, has agreed that this draft of the Regulatory Framework now be presented to the Governing Body of UKAPC.

Geoff Heath

CEO: UKAPC.

13 December 2001.

Developmental Background.

Prior to the creation of UKATYC the UKCP AGM voted to join the Lead Body for Advice, Guidance and Counselling in 1994. During the first year of membership, a joint mapping project was undertaken under the title Psychotherapeutic Counselling, Couple Counselling, and Psychotherapy Project (TCCCP). Representative groups of counsellors and psychotherapists from every area of the country were asked to describe the functions and practice of counselling and psychotherapy. A generic set of standards representing the common functions of psychotherapy and counselling was produced, and the outcome of the project was reported in May 1996.

Later in 1996, on the basis of the initial draft standards produced, a second project was undertaken under the title TCCCP, by the same consultants. Groups of practitioners were selected from the professional bodies to represent the modalities of counselling and psychotherapy: Psychotherapeutic counselling; couples counselling; individual psychotherapy; group psychotherapy; psychotherapy with children; couples psychotherapy and family therapy; and creative and expressive therapies. Additionally, the Psychotherapeutic models (psychoanalytic, humanistic, systemic, etc.) were explicitly represented in the groups, and an attempt made to represent the differences in practice across Psychotherapeutic models, modality, and function to the standards. The outcome was a large number of units and elements, produced by the 7 consultation groups which had been formed.

At this stage, the government introduced the framework for National Training Organisations (NTOs). The Lead Body (which had by now changed its name to CAMPAG) was a standard setting body (SSB) and it became clear that for CAMPAG to survive as a separate entity it would need to apply for NTO status. It has been unsuccessful in this bid.

In order to complete some of the outstanding work, CAMPAG established a Development Group in May 1999 with the task of using the work carried out to date by the TCCCP project to develop NVQ Level 4 qualification in Counselling.

Other difficulties involved the Qualifications and Curriculum Authority's (QCA) demand that there should only be one qualification in psychotherapy. This presented certain challenges surrounding how to incorporate the different knowledge bases and philosophical orientations represented within UKCP.

In 1999 Geoff Heath was nominated by the newly formed UKAPC Governing Body to be its representative on this CAMPAG Development Group. A series of reports were provided by Geoff and sent to Ken Evans, the UKAPC CEO at that time. As these development meetings proceeded a number of problems became clear.

One was that there was uncertainty as to whether counselling, Psychotherapeutic counselling and psychotherapy could all be incorporated into the same NVQ Level 4 set of standards. This uncertainty related to the greater length of training required for Psychotherapeutic counsellors and the greater depth of that training. There were also issues around the requirement for personal therapy as an integral component of Psychotherapeutic counselling training.

Another was that although reference was made to the potential development of NVQ Level 5, which might be suitable for, and incorporate, Psychotherapeutic counselling and psychotherapy training, it was not at all clear what this would mean in terms of content. Nor was it clear how there would be a coherent sense of progression from NVQ Levels 3 to 4 to 5. (NVQ Level 3 had already received NVQ status.) This issue of lack of a clear structure for progression became an increasingly significant problem in the planning process.

Yet another problem was that the precise detail required by NVQ methodology resulted in very specific standards statements which had the appearance of a 'tick list' of achievements or competencies. This is putting the matter slightly crudely but it indicates that the modes of assessment for the Level 4 NVQ were derived from kinds of evidence which would not allow for a careful exploration and critique of theory and practice. Such an exploration, critique and engagement with comparative theoretical analysis could only be evidenced by forms of assessment which adopt a much more discursive style (essays, case-studies and dissertations). These assessment modes were not part of the Level 4 NVQ assessment methodology, although belatedly in the final discussions about assessment, case-studies were considered as a possibility.

It also became obvious that there was no overall regulatory framework for NVQ planning development which allowed planners to take all aspects of course development into consideration whilst focussing on a particular aspect of the development. For example, fundamental issues relating to assessment were left right to the end of the development process and the membership of the assessment group differed considerably from those who had contributed to the construction of the standards. The planning process was very driven by NVQ culture and did not easily allow for significant inclusions from a different training culture. This mis-match became clearer as the planning process developed. As these issues came into the foreground it became obvious that NVQ could not cope adequately with theoretical diversity and multi-layered training requirements such as that required by Psychotherapeutic counselling and psychotherapy training. The UKAPC representative formed the view that the lack of a regulatory framework was a serious omission which prevented any form of comparability and compatibility between training standards and processes. Its lack also meant that monitoring and reviewing of standards

and processes was virtually impossible. It was this particular realisation which led to the idea of a Regulatory Framework for UKAPC. This is the DRAFT of such a framework.

A final problem related to the locations in which NVQ Level 4 Counselling training would take place. FE colleges were mentioned, but there seemed to be an assumption that individual mentors/tutors would be involved and it was not at all clear how these would be appointed, how they would be monitored or what training and other forms of support they would be offered. This lack of a coherent training infrastructure would create easily anticipated problems in terms of the establishment, maintenance, monitoring and review of standards. Related to these problems were potentially difficult issues in relation to complaints in the context of failures and other forms of complaints registered by trainees.

When UKCP representatives made a presentation of their model to a combined CAMPAG and Healthwork NTO group, the model was not deemed to be acceptable. At this point it became clear to the UKAPC representative that NVQ and Psychotherapeutic counselling and psychotherapy training needs were so incompatible with NVQ as to result in a departure from the NVQ planning and to end the aspiration to include Psychotherapeutic counselling training in the NVQ model.

The UKCP Governing Body and AGM (January 2000) agreed that NVQ Level 4, with its need for precise details of skills and with its lack of an overall regulatory framework within which to allow for theoretical diversity, did not provide a suitable location for psychotherapy training.

UKAPC Governing Body made its own decision on this issue.

A major planning principle, necessary in order to meet the complex requirements of training in Psychotherapeutic counselling, is:

The training/learning/assessment model should be discursive, analytical, theoretically and personally reflexive, critical and developmental. The model should also contain clear statements of Occupational Standards which demonstrate achievement of competencies. It should take place within a Regulatory Framework which allows for: accountability, transparency, comparability between courses, compatibility of training courses within UKAPC.

It became clear that this complex model would not fit into the NVQ learning and assessment model. Hence a Regulatory framework was devised.

For example, all Local Authority Social Services provision is currently undergoing an extensive review process by the Social Services Inspectorate and the Audit Commission which results in a formal and public Report of the quality of the services provided by each Authority. Recently, in June 2001, the Government funded the establishment of a Social Care Institute of Excellence to complement the National Institute of Clinical Excellence established for the medical profession.

Recent high profile cases of criminal prosecutions in the medical area have emphasised the need for such rigorous scrutiny, accountability and transparency to a concerned public. The General Medical Council is changing its procedures in order to try to ensure that problems are detected and resolved before they detrimentally affect patients' well being and health. The production of the Kennedy Report (18 July 2001) on the deaths of babies in the cardiac unit at Bristol Royal Infirmary established beyond peradventure the problems which arise in settings which are not subjected to a culture of scrutiny and internal and external critical evaluation.

This report will have a huge impact on the monitoring of NHS provision. Other bodies, such as those representing the 'talking therapies', are likely to attract similar high standards in the requirements of training and the monitoring and evaluation of processes which are in place or deemed to be necessary.

The decision by the UKCP Governing Body and by the AGM to move forward with a common Regulatory Framework and its related Modular training structure is a clear signal that UKCP wishes to ally itself with these Government initiated processes of quality assurance and quality control which are commensurate with accountability and transparency. As UKAPC is in the process of applying for formal status of 'Friend' in relation to UKCP it is important to create and adopt a similar model of Regulatory Framework, Training Standards and Training Outcomes associated with Specific Level Descriptors which indicate the requisite areas of training and competence.