

# The Blue Book

## 3rd edition (revised 2007)

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Course providers and CRED panellists are advised to refer to the *CRED Course Accreditation: Procedures and Guidance* document for more detailed information on the accreditation process and content.

## Section 1: Introduction

1. The Association for Family Therapy and Systemic Practice in the UK (AFT), through the Committee for the Accreditation and Development of Family Therapy Training (CRED), provides a framework for accrediting courses in family and systemic psychotherapy, and in systemic practice. The aim of this book is to set out the framework and procedures for accreditation and provide information to assist courses to meet the necessary requirements. It replaces the previous two editions and this updated issue contains amendments made in 2005, 2006 and 2007.
2. AFT has a long history of promoting high standards of training. The accreditation framework is designed to allow for flexibility within clear guidelines. The changes contained within this new *Blue Book* reflect developments in the field of family therapy and systemic practice in the United Kingdom, Europe and elsewhere, as well as developments in psychotherapy in general. They reflect the need for stringent training standards to ensure that clients receive an effective and ethical service. They also ensure that those who complete their training will be fully equipped to work in the public and voluntary sectors, as well as to work privately. The information in this book is supplemented by information leaflets available from the CRED Administrator.
3. The developments contained within this third edition of the *Blue Book* are designed to ensure that training in the United Kingdom meets the European guidelines for family and systemic psychotherapy, and guidelines set out by the United Kingdom Council for Psychotherapy (UKCP), of which AFT is a member. AFT currently manages the accreditation of family therapy courses on behalf of the Family, Couple, Sexual and Systemic Therapy (FCSST) Section of the UKCP and operates within the guidelines of that organization. Changes in the requirements of these organizations will necessitate further reviews of *The Blue Book*.
4. The framework is intended to facilitate the development of courses, promote good practice and, in the case of qualifying level training, ensure that courses provide the opportunity for students to reach the standard required of registered psychotherapists.
5. The Blue Book covers all four years of training in family and systemic

psychotherapy. For the purposes of accreditation this training is divided into three levels:

- Foundation level (usually one academic year)
- Intermediate level (usually one academic year)
- Qualifying level (usually two academic years)

It is only after the successful completion of the qualifying level of training that individuals can be considered to be qualified psychotherapists and eligible for registration with the UKCP. Individuals who have completed both foundation and intermediate levels of training are usually referred to as systemic practitioners.

6. Many students choose to do parts of their training in different places and these requirements ensure ease of transition between courses. The development of a learning portfolio helps maintain coherence in the whole training process.
7. It is recognised that training establishments may wish to organise their training in a variety of ways to suit a range of circumstances and increase access to training. In order to support this flexibility intermediate courses may be presented for accreditation in three ways:
  - as a discrete unit
  - with a foundation level course
  - with a qualifying level course

If two levels are presented together in a course, the course must meet the criteria of both and also provide some recognition for students who only complete one part. As a minimum requirement the course should provide a summary of the curriculum covered, competencies achieved and the results of any assessment. This information should be filed in the trainee's portfolio of learning.

8. The field of family and systemic psychotherapy and systemic practice has given rise to training methods which fit with its theoretical frameworks. There is no clear distinction between the teaching of theory and practice. The use of intensive live supervision within small supervision groups led by an experienced supervisor is another feature. This also provides the whole group with a rich experience of supervision, including detailed video reviews, role plays and team exercises. In consequence, compared with some other psychotherapy training, there is less of a focus on the number of hours of face-to-face work with clients. There is, however, a strong focus on the quality and richness of the whole learning experience. For further information see Section 7 Guidance Notes, page 21.

## Section 2: General Course Requirements

Courses at all levels must demonstrate the following:

1. adherence to the AFT Code of Ethics and Practice
2. clear philosophy and aims
3. the active promotion of anti-discriminatory practice throughout the teaching and organisation of the course, together with the implementation of an equal opportunities policy
4. information on criteria for eligibility and selection in line with AFT requirements, including an APEL policy and procedures, and information concerning access to further levels of training
5. a curriculum which reflects theory, practice and research in the field and is relevant to current practice in the public and voluntary sectors
6. a teaching staff, the majority of whom is registered, or eligible for registration, with the Family, Couple, Sexual and Systemic Therapy section of the UKCP
7. clear description of how the AFT Learning Outcomes are both reflected in the curriculum and assessment
8. a range of teaching methods appropriate to adult education and the teaching of systemic ideas and practice
9. good course organisation and clear information for students
10. appropriate facilities, including access to written materials
11. guidelines for any practice requirements
12. appropriate management of clinical materials as they relate to different levels of the training
13. support and guidance in the development of a learning portfolio
14. effective ways of gathering student feedback and evidence that it is taken into account
15. a fair and accessible complaints procedure with clear opportunities for appeal, together with a policy for supporting students who are having difficulties in successfully completing the course.

## **Section 3: Requirements for Foundation Level Training**

Foundation level training has the following functions:

1. to introduce the student to the field of systemic theory, practice and research
2. to introduce the student to the most basic practice skills, which can be applied to the work setting, including self-reflexivity
3. to provide a basis from which the student may proceed toward the intermediate level of training.

It is recognised that some courses will focus on a particular client group or approach. It is important that this depth of focus is complemented by a basic overview of the field.

### **A. ENTRY REQUIREMENTS**

In order to maximise access to training in systemic practice, entry requirements for foundation level training are kept to a minimum. They are:

- a relevant professional training, or equivalent
- an opportunity to apply systemic ideas to a current work setting (occasionally students may need to find other opportunities, perhaps on a placement basis, and courses should provide clear guidelines for students and placements concerning the requirements of such an arrangement).

### **B. SELECTION**

Criteria for selection should be clear. Procedures should be designed to promote equal opportunities, and courses must have a policy for meeting the needs of students with disability. Applicants should be required to provide two references.

### **C. LENGTH AND STRUCTURE OF COURSE**

A total of 180 study hours, to include:

- 60 hours of study in direct contact with course staff, and
- 120 hours of independent study.

Although this level of training has the central aim of providing a basic theoretical grounding, courses should provide good opportunity for students to relate theory to practice and some opportunity for discussion of how the theoretical ideas relate to their work.

#### **D. LEARNING OUTCOMES**

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

1. a basic understanding of the systemic approach to family and other relationships
2. an ability to describe a range of systemic models and approaches and give examples of their application to practice
3. an ability to take a critical stance to ideas and their value
4. an ability to demonstrate a range of practice skills (e.g. through role play)
5. an ability to describe and critique the concept of the family life cycle perspective and its application to different family forms
6. an ability to explore the implications of adherence to AFT's Code of Ethics and Practice for both individuals and organisations
7. an awareness of the impact of the wider social context especially in respect of race, class, religion, culture, gender, sexual orientation, age and disability
8. a commitment to anti-discriminatory practice
9. a familiarity with a range of key literature relating to systemic practice
10. a basic familiarity with some aspects of research in the field, which should include an appreciation of the need for client feedback and service evaluation
11. an ability to begin to consider their own personal family and cultural experiences from a systemic perspective
12. an ability to place the development of systemic therapy into a historical context
13. An ability to explore and give an account of their personal learning process over time.

#### **E. ASSESSMENT**

Courses will be required to demonstrate:

1. how they evaluate and document the learning of students
2. how they assess the readiness of students to go on to the next level of training
3. how students receive feedback from the assessment process

4. support for students in meeting the requirements of the course, including the development of a learning portfolio.

## **Section 4:**

# **Requirements for Intermediate Level Training**

Intermediate level training has the following functions:

- to develop the foundation level learning especially in relation to practice;
- to prepare students for qualifying level training.

### **A. ENTRY REQUIREMENTS**

1. A relevant professional training or equivalent.
2. Successful completion of a foundation year in systemic practice or equivalent.
3. The opportunity to complete at least 60 hours of systemic practice in the twelve months leading to the end of the course. Trainees should have obtained relevant permission for this work to be discussed, and courses should ensure that the practice requirement has been completed.

### **B. SELECTION**

Criteria for selection and the policy for evaluating prior learning and experience should be clear. Procedures should be designed to promote equal opportunities and courses must have a policy for meeting the needs of students with disability. Two appropriate referees must be requested. One of these must be able to comment on the applicant's professional practice.

### **C. LENGTH AND STRUCTURE OF THE COURSE**

A total of 300 study hours, including:

- 60 hours of study in direct contact with course staff (these hours should be equally balanced between theory and case discussion, and there should be a strong emphasis on the application of theory to practice), and
- 60 hours of systemic practice, and
- 180 independent study hours.

### **D. LEARNING OUTCOMES**

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

1. a familiarity with a broad range of literature relating to family therapy and systemic practice, which should include more recent publications

2. an ability to evaluate theory critically and to explore ideas and their application to different families
3. an ability to describe differences and similarities between approaches in systemic therapy including the theory of change
4. an ability to show a commitment to actively promote ethical, anti-discriminatory practice and to highlight and critique culturally-based assumptions
5. a familiarity with the AFT Code of Ethics and Practice and its implications for practice
6. a capacity to use the consultation process in relation to systemic practice
7. an ability to evaluate critically some areas of relevant research
8. further development in their awareness of personal development processes, and an ability to begin to use them in self-reflexive ways in their practice
9. an ability to appropriately adapt skills and techniques to their own personal area of practice
10. an ability to discuss the impact on systemic practice of key legislative frameworks and provision covering children, mental health and community care
11. knowledge of skills required in convening and engaging a range of client groups and working with them systemically
12. an ability to discuss systemic practice in both oral and written forms.

#### **E. ASSESSMENT**

Intermediate courses must have assessment procedures that enable judgements to be made about the suitability of students to enter a qualifying training.

Courses will need to show:

1. how they evaluate and document trainees' learning
2. the methods of assessment and the learning outcomes measured by them
3. how students receive feedback from the assessment process
4. how they support students in the development of their portfolio of learning.

## **Section 5:**

# **Requirements for Qualifying Level Training**

General requirements are as follows:

1. a qualifying level course must be at a postgraduate level and linked to an academic institution (many courses will carry an award of MSc or equivalent but this is not a requirement for AFT accreditation)
2. standards should be such that graduates are able to practice independently and at a level appropriate to apply for UKCP registration following successful completion of their training
3. courses may be designed in a variety of ways but must fulfil the criteria laid down below.

### **A. ENTRY REQUIREMENTS**

1. A relevant professional qualification or equivalent.
2. A first degree or evidence of ability to study at a postgraduate level.
3. Successful completion of foundation and intermediate years of training in systemic practice (or equivalent).

### **B. SELECTION**

1. Courses must have a clear selection policy with opportunities for unsuccessful applicants to receive feedback.
2. Selection should be made on a range of information and must include an interview. At least two references should be sought, one of which should be from someone with knowledge of the candidate's systemic practice and another from a previous training course. Attention should be given to assessing the candidate's suitability for the profession of psychotherapy and this should be given priority over academic prowess.
3. Clear procedures must be laid down for the accreditation of prior learning. These will be done in collaboration with the academic institution validating the course.
4. An equal opportunities policy must be implemented in relation to selection and courses must have policies for addressing the needs of students with disability.

## C. LENGTH AND STRUCTURE OF THE COURSE

### a. Length of Course

The course should be completed on a part-time basis within two to five years. Courses which run on a full-time basis and which fulfil all of the criteria laid out in this document may be considered for accreditation. However, they must clearly demonstrate that graduates achieve an accepted standard in all areas of learning, including personal and professional development.

### b. Study Hours

In a course of this nature there is a strong emphasis on developing effective practice and the application of theory to practice. Learning takes place in many different domains. Requirements are expressed in *minimum* total study hours for particular aspects of the training (see the chart overleaf).

Courses will be required to demonstrate how students will achieve the total of 1,920 study hours (the *minimum*), including:

- 480 in direct contact with course staff, and
- 1,440 independent study hours (a ratio of 1:3).

## D. CLINICAL PRACTICE

There are four aspects to the clinical training experience:

1. Direct work with clients i.e. hours of supervised direct work with clients within the confines of the course, the supervision process including live supervision, video and/or audio-tape review and other supervisory activities

These must include 40 hours of face-to-face work with clients supervised by a supervisor accredited by AFT or fulfilling the criteria for accreditation by AFT (please see *The Red Book*). These 40 hours include up to 30 minutes of discussion time, specific to each session

Of these 40 hours *at least* 35 should be live-supervised by the appointed supervisor. The remaining hours can be peer supervised and presented to the supervisor through video or audio-tape. This will usually occur at later stages of the training.

It is important that students acquire substantial experience in working with couples and families, including families with young children and families across two-three generations. It is also advisable that they have some experience in working systemically with individuals. At least 75% of the live-supervised hours (i.e. a minimum of 30 hours) should be with

**MINIMUM HOURS FOR INDIVIDUAL AREAS OF THE CURRICULUM  
(over the length of the course)**

<p>Clinical learning within a supervision group. This includes direct practice and observation of the direct practice of others, participation in reflecting teams, video review, case discussion and other supervisory and clinically based activities including personal and professional development.</p>	<p>300 contact hours</p>	
<p>Hours devoted exclusively to personal and professional development work in addition to supervision group.</p>	<p>25 contact hours</p>	
<p>Theoretical teaching, including academic tutorials</p>	<p>155 contact hours (minimum)</p>	
<p>Face-to-face hours with clients as part of the course. Directly or indirectly supervised by a supervisor accredited by AFT or fulfilling the criteria for accreditation by AFT (see <i>Red Book</i>). Any session up to 1½ hours can be counted to include discussions immediately relevant to the session.</p>	<p>40 hours</p>	<p>Of these hours at least 35 should be live supervised by the designated supervisor. The remaining hours should be video or audio-taped and be available for discussion by supervisor but may be peer supervised.</p>
<p>Face-to-face work with clients outside of the course. Trainees would usually be doing this in their work setting and preferably be receiving appropriate supervision in their workplace. This work must be available for discussion and consultation on the course. Courses should make provision to do this in whatever forum is appropriate.</p>	<p>200 hours</p>	

more than one client in the room. Courses should ensure that, as far as possible, all students have experience of working with a range of clients. All students should have some experience of working with families with school-age children.

2. Clinical practice within a supervision group i.e. experience of working in a clinical supervision group within the context of the course. Trainees learn a great deal from observing and participating in the work and supervision of fellow students.

Trainees should complete a minimum of 300 hours within a supervision group, including their own hours of direct work with clients.

Trainees should have the opportunity to experience a range of supervision methods, which must include live supervision, video review, and work on personal and professional development.

3. Experience of working systemically outside the confines of the course, including some experience in health and/or social service settings. Trainees should complete a minimum of 200 hours of systemic work per year in addition to that provided by the course. This will usually be in a trainee's workplace but, occasionally, it may be necessary for students to complete additional work on a placement basis. Courses should lay down clear guidelines and expectations for any placements.

The course should provide opportunities for discussion of work outside the course and students should be encouraged to make use of supervision and consultation available to them in addition to the supervision provided by the course.

If students have not had the experience of working in a health or social services setting or equivalent, they should at least have had the experience of some observation placement in such a setting.

4. Personal and professional development. Exploration of the contribution of 'self' (both personal and professional) to direct work with clients and other aspects of professional work. This should be addressed in all domains of the course but particularly in the supervision group and personal and professional development groups.

## **E. LEARNING OUTCOMES**

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

By the end of the course students should be able to demonstrate:

1. a comprehensive and up-to-date knowledge of the literature relating to family therapy and systemic practice
2. an understanding of some of the key developmental processes within individuals, families (in diverse forms) and social systems
3. a commitment to anti-discriminatory and culturally sensitive practice, and show evidence of this in clinical work
4. an ability to elaborate and critically evaluate a range of theoretical frameworks in relation to practice
5. an ability to compare and contrast different approaches in systemic therapy and their relationship with other therapies and theories of change
6. knowledge of a range of possible problems presented by clients coming for therapy (these should include examples of more serious mental health issues, knowledge of relevant research findings and clinical understanding from inside and outside of the psychotherapy domain sufficient to enable therapists to identify problems that can be helped by other methods as well as those outside their own limits of expertise)
7. an ability to develop effective therapeutic relationships with a range of clients
8. an ability to use a range of techniques to help clients to make changes in their lives
9. an ability to adapt skills and techniques to a range of clients
10. an understanding of wider systems and their impact on individual and family life, and an ability to include this perspective in work with clients
11. an ability to recognize the limits of personal expertise, skills and approach and refer clients appropriately
12. a capacity to use the supervision and consultation processes
13. an ability to consult constructively with colleagues
14. an ability to take an active role in the development of personal learning and be able to identify areas of personal strength as well as areas for future professional development
15. an awareness of personal development processes and an ability to use them in therapeutic, reflexive ways

16. an ability to critically evaluate relevant research findings
17. sufficient knowledge of research methods to be able to plan and carry out a piece of research relevant to the field
18. an ability to organize work and manage organizational tasks and liaison efficiently and effectively
19. an ability to communicate the process of therapy in both oral and written forms to psychotherapy colleagues as well as other professionals
20. an ability to apply the AFT Code of Ethics and Practice to clinical work and an awareness and ability to consider and respond appropriately to ethical dilemmas.

## **F. ASSESSMENT**

### **1. Principles of Assessment**

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

- a. clear information for students on methods of assessment and what is being measured
- b. a mixture of summative assessment (i.e. assessment which measures attainment) and formative assessment (which allow feedback to students to help them improve their performance)
- c. a clear and open marking system
- d. standards that ensure that graduates are able to operate independently and provide sensitive, ethical and effective therapy
- e. an external examiner who has knowledge and experience of the field.

### **2. The Assessment Process**

The assessment process should include:

- a. regular supervisors reports throughout the course and a final report which describes the level of practice and makes clear recommendations about a trainee's readiness for independent practice
- b. written and verbal presentation of clinical work
- c. written work including one extended paper or dissertation
- d. ways of assessing research knowledge, and an ability to plan and carry out a project (this might be through the requirement of a research-based

dissertation, the preparation of a detailed research protocol or the carrying out of a small research project)

- e. the completion of a learning portfolio
- f. documentation of clinical work outside of the course.

Everyone involved in training psychotherapists and systemic practitioners recognises the complexity and responsibility of the task. The requirements set out in this *Blue Book* are minimum standards designed to encourage courses to develop increasingly effective ways of training individuals to be able to make positive contributions to clients' lives and to be effective colleagues in a variety of practice settings. A detailed curriculum is not laid down but the course curriculum must provide the opportunity for students to reach the required learning outcomes.

# Section 6: Procedures for the Accreditation of Courses

## A. APPLYING FOR INITIAL ACCREDITATION

### Step 1: Making an Application

- a. Courses are required to run one cohort of students before applying for accreditation. If the course is accredited, students from the first year will be considered to have completed an accredited course. If courses apply for accreditation when they have been in existence for a number of years, the committee will decide the extent to which graduates of previous years can benefit from the accreditation.
- b. Courses are advised to use *The Blue Book* as a reference when setting up their course or making substantial changes. Consultation can be arranged at this stage and a fee will be charged. The consultant will read and comment on documentation and be available for telephone discussion. If a site visit is required the course will be expected to bear the cost of expenses.
- c. Application forms can be obtained from the CRED Administrator and should be completed and submitted with a cheque to cover the cost of accreditation. The application form will list the range of course documentation required, of which FOUR copies should be submitted.

### Step 2: Agreement of Panellists

Following the receipt of the accreditation fee the committee will appoint up to three panellists. The names of these will be sent to the course for agreement. If the course reasonably objects to a particular panellist, a replacement will be suggested.

Once the panellists have been agreed copies of the documentation will be sent to them and they will proceed with the accreditation. One panellist will be designated the 'lead panellist' and will communicate with the course leaders during the accreditation and take the lead in writing the final report. If a chair of proceedings is appointed for the accreditation day, their role will be limited to helping the proceedings to run smoothly and advising panellists.

### Step 3: The Assessment Process

The panellists will read the documentation and inform the course if more information is

required. Arrangements will be made for formal presentation of the course. This formal presentation is usually completed in one day. This will usually be at the course venue although there are limited opportunities for courses to be involved in a more public presentation – for example, at the annual conference.

Courses are free to present themselves in any way they wish but the format should be agreed ahead of time by the lead panellist and the presentation should include the following:

- a. presentation of the course philosophy
- b. overview of course structure, curriculum, and teaching staff
- c. organisational issues relating to the course
- d. evidence of student feedback and an opportunity for panellists to meet students
- e. the course's policies in relation to equal opportunities and ethics
- f. areas for future development
- g. an opportunity to view teaching (live or from video) or to see a role play of a typical teaching event
- h. a selection of written work completed by students.

It is helpful for the course to involve a number of key people in the presentation. The people involved should represent the breadth of the curriculum and include clinical supervisors where appropriate.

#### **Step 4: Feedback and Report**

The course leaders will be given some immediate feedback following their presentation and should receive a written report within four weeks. This report will include a recommendation about accreditation. There are three possibilities:

- full accreditation for five years, or three cohorts in the case of biannual intakes
- qualified accreditation, courses will be required to make small specified changes within a certain time limit and report on them in the first annual review
- accreditation not given, courses will need to take account of feedback and reapply if they wish.

In all situations a full report will be provided. This will include feedback, highlighting good practice and often making suggestions for the future. It is hoped that the accreditation

process will be a useful focus for course development. The report will be forwarded to the course leaders who will have an opportunity to correct factual inaccuracies. The report will then be presented to the CRED Committee for ratification and the AFT Board of Registration Committee will be informed. The course will receive a formal letter of accreditation.

### **The Annual Review**

Following accreditation, courses are required to complete an annual review indicating any changes to the course and any complaints that have been upheld. If the changes are considered so great that they change the nature of the course, CRED reserves the right to bring forward the re-accreditation date.

## **B. RE-ACCREDITATION**

Five years following accreditation, courses will be notified that it is time for re-accreditation. If courses have not begun the re-accreditation process by six months after their accreditation runs out they will be considered to be non-accredited and will have to apply for a full accreditation. It is expected that by the time a course is ready for a second re-accreditation the requirements may have been altered and a full review will be necessary.

### **Step 1: Submission**

Courses will be required to complete the application form and send three copies of this with relevant documentation and cheque for the fee to the CRED Administrator. The application form will list the range of course documentation required, of which THREE copies should be submitted. In addition, any other material that the applicants think would be helpful to the panellists, including any external examiner / annual reports on the course since the accreditation, should be included.

### **Step 2: Agreement of Panellists**

Two panellists will be appointed. The course leaders will be notified of their names and if they agree with the proposed panellists the accreditation will go ahead. If there are any reasonable concerns or objections, alternative panellist(s) will be appointed.

### **Step 3: The Re-Accreditation**

A review is usually a paper exercise and panellists will read the documentation and talk to course leaders by telephone when necessary. Panellists reserve the right to request a face-to-face meeting if they feel it is required. Where it is thought that major changes have occurred in the course, panellists can request a full accreditation. This decision would be taken in collaboration with the CRED Committee.

### **Step 4: Report and Feedback**

Panellists will write a report and make one of the following recommendations:

- To re-accredit the course for a further five years

- To give qualified re-accreditation. In this situation courses will be required to make minor specific changes before they can be re-accredited
- Not to re-accredit. In this situation courses will have to apply to go through the initial accreditation process when they have made the required changes.

Course leaders will have the opportunity to correct any factual errors in the report. It will then go to CRED Committee for ratification. The AFT Board of Registration Committee will be informed and a formal letter of accreditation will be sent to the course.

### **C. COMPLAINTS ABOUT THE PROCESS**

These should be addressed in the first instance to the Chair of the CRED Committee and if it is not possible to resolve matters satisfactorily then the complaints should be brought before the AFT Board.

## Section 7: Guidance Notes and Information

### **AFT**

This is the commonly used abbreviation for The Association for Family Therapy and Systemic Practice in the UK.

### **AFT Code of Ethics and Practice**

This can be obtained from the CRED Administrator. All courses, staff and students must abide by this code.

### **Anti-discriminatory Practice**

AFT requires that all its members and accredited training courses work towards a position in which they actively oppose discrimination. This involves recognising and challenging individual and institutional practices which lead to oppression and discrimination. It also involves actively developing practices which respect and are accessible to all groups in society.

### **APEL**

This is the acronym for the Accreditation of Prior Experiential Learning. It is a way of claiming recognition for previously acquired learning and relevant experience. This may be for academic credits or for professional recognition. Entry requirements to intermediate and qualifying level family therapy training courses specify achievement of the previous level of training, or equivalent. Courses must have clear means for determining equivalence. To that end courses are being required to have an APEL policy; guidance to applicants (including clear information on equal opportunities and facilities for applicants who may be in any way disadvantaged) and procedures for determining equivalence.

### **CRED**

This subcommittee of AFT is entrusted with the task of assessing family therapy courses and making recommendations for accreditation based on the criteria laid down in *The Blue Book*. AFT has the responsibility for assessing systemic courses on behalf of the Family, Couple, Sexual and Systemic Therapy (FCSST) Section of the United Kingdom Council for Psychotherapy, and the standards laid down by CRED are designed to fit with UKCP requirements. CRED also has the responsibility for writing and reviewing training standards, contributing to discussions about training and identifying and sharing good practice.

### **CRED Administrator**

The Administrator for the CRED Committee. This is the person to contact at AFT (see useful addresses) for application forms and further information.

### **CRED Panellists**

Experienced family therapists, involved in training, who have been appointed by CRED to form a panel of assessors. It is from this pool that panellists will be chosen to accredit a particular course. The choice is made on the basis of experience, knowledge and impartiality. The lead panellist is the panellist appointed to liaise with the course and take responsibility for completing the report.

### **Entry Requirements**

Traditionally training has been designed on the assumption that entrants will already have completed training in another relevant profession (e.g. psychology, social work, psychiatry, teaching or nursing). The assumption is that entrants will have some knowledge of the workings of the health and social services, experience in working with other health and social services professionals and a grounding in child development and psychology. In recent years individuals without this background have sought to train as family and systemic psychotherapists. This poses difficulties for courses which are not set up to cover the whole range of knowledge and skills required. It may be that courses wish to admit the occasional outstanding applicant who does not have a traditional background. Courses must demonstrate their method of assessing which areas of knowledge need to be covered in addition to the course, and discuss how the candidate will be able to cover this.

### **Practice or Clinical Placements**

The training courses in family and systemic psychotherapy and systemic practice are usually set up for those working in a setting, in which they are able to apply the training in their own workplace. However, students may sometimes have to find their own placement to gain more experience. In these cases the contract is between the student and placement but the course should support the placement with information about the course and some guidelines for students on what they will need to get from the placement experience. It is possible that a course might use placements as part of the requirements of the course, with regard to practice hours and supervision experience. In these cases any supervisor should meet the requirements laid down in *The Red Book* and should be well connected with the course and key course staff.

### **Qualified Family and Systemic Psychotherapist**

This usually refers to an individual who has successfully completed an accredited four-year training in family and systemic psychotherapy.

### **Qualified Supervisors**

*The Red Book* provides a framework and lays down the requirements for registered supervisors. It is expected that courses will ensure that the supervisors they use meet those requirements. The process for registration of supervisors has now commenced and applications can be made to the Registration Subcommittee.

### **The Red Book**

Criteria and guidelines for the registration of supervisors and the accreditation of supervision training courses. These are published and administered by AFT.

### **Requirements for Direct Practice Hours**

Foundation courses: No specific requirements apart from that of having the opportunity to apply theoretical ideas in the workplace.

Intermediate courses: The completion of a minimum of 60 hours of systemic practice.

Qualifying courses: A minimum of 40 hours within the context of the course and 200 hours outside the course.

### **Systemic Practitioners**

Individuals who have completed both foundation and intermediate level training may be referred to as systemic practitioners.

### **UKCP**

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

The Family, Couple, Sexual and Systemic Therapy Section of the UKCP is the section to which family and systemic therapists belong. AFT is a member of the section and in addition to accrediting courses it puts forward therapists for registration.

### **USEFUL ADDRESS**

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## Notes and Comments