

THE RED BOOK



AFT

Contents

Section A: Registration as Supervisors

- 1 Introduction
- 2 Definitions and Criteria
- 3 Routes to Registration
- 4 Registration Through a Training Course
- 5 Criteria for Completion of Training
- 6 Components of Training

Section B: Accreditation Training Courses

- 1 Aims of the Course Accreditation Framework
- 2 Course Evaluation
- 3 Course Accreditation Framework
- 4 Accreditation Procedures
- 5 Definition of Terms

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Section A

Registration of Supervisors

1. INTRODUCTION

This is the second version of the REDBOOK and is a product of a joint endeavour between the Registration Committee, CRED Committee and representatives from training institutions. Several supervision courses have run for a significant period of time and have taken this opportunity to reflect on their training experiences and respond to the current professional development climate. The following is an adaptation of the previous Red Book and will serve as guidance for institutions wishing to offer accredited supervision training. The Redbook will be reviewed periodically to support the appropriate and current training of family therapy supervisors.

Training to become a supervisor must be both rigorous and flexible. Individuals will have already successfully completed a qualifying level training course, and be registered, or eligible to register as a Family and Systemic psychotherapist with UKCP. A number of training institutes have been providing courses for qualified family therapists to become supervisors and it is important to provide a coherent set of criteria so that those entering such training can know how these courses will equip them to reach the desired level.

Since these criteria are being developed in a field which already contains many experienced practitioners it is intended that registration as a registered supervisor will be consistent with the present structure and procedures for registering as a systemic/family therapist.

The RED Book, like the Blue Book, is constructed for training institutes but will also be available to the public as part of the AFT web site.

2. DEFINITIONS AND CRITERIA

A registered supervisor is a qualified Family and Systemic Psychotherapist who is registered or eligible to register with UKCP as a Family and Systemic Psychotherapist and is able to:

- 2.1 Supervise the clinical work of those people training for qualified family therapy status on an accredited course.
- 2.2 Provide supervision to qualified family therapists as part of their continuing professional development (as described in UKCP registration criteria).
- 2.3 Provide supervision of teams and staff working with families and networks or individuals wishing to work with a systemic orientation.

3. ROUTES TO REGISTRATION

To be considered for registered supervisor status, individuals should:

- 3.1 Satisfactorily complete an accredited training with confirmation from the training institution on completion.
- 3.2 Apply for Registration as a Supervisor to AFT Registration Committee or the registration body of the training institute.

4. CRITERIA FOR COMPLETION OF TRAINING

4.1 In the area of **Practice** he/she must have the abilities to:

- a) Conduct supervision in a variety of formats including group, individual and team contexts.
- b) Incorporate direct observation into supervision
- c) Enable trainees to present information about clinical work in a variety of ways
- d) Help the trainee practice specific clinical skills
- e) Structure supervision sessions
- f) Construct different supervisory relationships in context of request/needs with particular trainee(s)
- g) Use a range of methods to give collaborative and constructive feedback
- h) Help trainee reflect on their work and on the usefulness of supervision
- i) Enable trainee to make a relationship between theory and personal and professional identities.
- j) Form and maintain a supervisory alliance including, and taking, appropriate risks
- k) Foster trainee's competence in working with difference
- l) Work across different client populations and needs, both adults and children
- m) Adapt supervision to the organizational governance contexts
- n) Clarify and manage clinical responsibility
- o) Apply standards appropriate to the context
- p) Gauge supervisee's level of competence in relation to the specified context
- q) Create a positive environment for learning

4.2 In the area of **theory** he/she must have the abilities to:

- a) Take research into account in the clinical work and the practice of supervision
 - b) Articulate and use of systemic / family therapy and supervision theories that inform the practice model of supervision
 - c) Employ educational principles which enhance learning
- 4.3 In the area of **personal development** he/she must have the abilities to:
- a) Ensure supervision relationship is related to but different from therapy
 - b) Recognise, understand and use patterns from within own significant relationship systems and contexts that may be a constraint or opportunity in clinical practice and supervision
- 4.4 In the area of **ethics** he/she must have the abilities to:
- a) Appreciate the similarities/differences between code of ethics which inform the practice of the supervisor and supervisee
 - b) Knowledge of ethical principles and theory
 - c) Attend to and promote anti-oppressive practices
 - d) Enable ethical practice and postures
 - e) Recognize difficulty in the supervision process and to respond appropriately to work towards a solution
 - f) Reflect (and act on) limitations in own knowledge and experience

5. COMPONENTS OF TRAINING

- 5.1 **Supervision Hours:** The student would be required to undertake 80 hours of systemic supervision practice in their agency or placement. In 40 of these hours, the student supervisor would need to provide live supervision of family therapy (supervision in the room or behind a screen). The pre and post session would be included in the 40 hours. Of the 80 hours, at least 8 of these supervision sessions would be retrospective video supervision in which the student supervisor reviews part or all of a session with the acting therapist. The video hours would include time looking at and discussing the clip.
- 5.2 **Academic study:** should be a minimum of 90 taught hours in the ratio one-third contact time and two-thirds personal study.

This taught time includes at a minimum; 15 hours of theory, 15 hours of personal professional development and 15 hours of tutor observed presentation of supervision (either live observation in the agency base, or recorded; video /

DVD/ audio tape). Courses may vary in the particular approach and structure of PPD. The majority of theory, PPD and observation of supervision should be embedded in systemic / family therapy and systemic supervision framework and be undertaken by an AFT Registered Supervisor.

- 5.3 **Personal Study Time: 180 hours.** The student will review and write up supervision sessions a minimum of one page per supervision, read for theoretical seminars, compile a portfolio of supervision sessions and submit assessed work.
- 5.4 **Duration of training:** the training should be completed within two years but not less than one academic year.
- 5.5 **Assessment:** The competencies of the supervisor in training should be assessed through methods designed by the course and which fit the above criteria. Assessment should include the evaluation of observed supervision practice. A portfolio containing all supervision session write ups should be completed with externally verified accounting of supervision hours.

Section B

Accreditation of Courses

1. AIMS OF THE COURSE ACCREDITATION FRAMEWORK

The course should equip its graduates to offer systemic supervision in a variety of settings and with different professions and skills levels. The accreditation framework is designed to allow for creativity and flexibility within clear guidelines.

Courses should demonstrate that they: follow sound educational and training practices and principles are adequately reviewed and evaluated that the course tutors are suitably qualified and are in turn appropriately supervised so as to remain open to new ideas and developments in supervisory practice.

2 EVALUATION

Courses should show how they are monitored and evaluated for/by:

- 2.1 Internal purposes; student feedback forms and other mechanisms
- 2.2 External purposes; external examiner and course review or audit

3 COURSE ACCREDITATION FRAMEWORK

The following areas would need to be addressed when a course is being developed and/or prepared for accreditation. Course organizers are required to provide a brief statement on each item using the following headings. This information should accompany the course material submitted for the purposes of accreditation. Many of these areas would be contained in a student handbook and the application can include a handbook and make reference to it in the application form. AFT will provide an application form for information on the following areas:

3.1 Title and publicity:

The course title should reflect the course aims, organizational base and other distinctive features.

The publicity material should state the course structure, content, methods of learning, student target group, selection process, assessment, fees and any award gained. The publicity material and procedures should be included in the evaluation process.

3.2 Course Aims and Objectives

Should describe clearly:

- a) the philosophical and educational basis for the course;
- b) the theoretical knowledge and practice skills that it is anticipated participants will attain by the end of the course;
- c) the course intentions to include contemporary social issues within the course aims and objectives.

3.3 Course content should include:

- a) theories and skills addressed during the course;
- b) how the course attends to issues of personal development and the management of personal/professional boundaries in the supervisory relationship.
- c) research/evaluation of aspects of systemic/family therapy supervision
- d) how the course aims to achieve a balance between new learning and respect for practitioners existing knowledge, skills and agency position.
- e) how teaching methods are used and how these are congruent with adult learning and/or the academic requirements of the institutional base.

3.4 Course structure should include

- a) The duration of the course;
- b) The time allocated for academic/theoretical teaching and supervisory practice;
- c) The course format: how the requisite supervisory hours are to be made up, e.g. by supervision in agency, acting as a student supervisor within a clinical training programme, peer group supervision and how these different experiences will be linked to the aims of the course, how the practice component is supervised and how participants expand on learning achieved at qualifying level.

3.5 Resources of the course should be listed, including:

- a) the training and experience of trainers with CVs. Training staff should be AFT registered supervisors.
- b) access to library facilities/teaching material;
- c) provision of supervision/consultation for students
- d) location of training and suitability of base

3.6 Assessment – courses should provide the guidelines used for assessment of:

- a) academic work – description of assessed pieces with marking criteria
- b) supervisory practice, description of assessed pieces with marking criteria
- c) arrangements for responding to unsatisfactory work and external examiner.

3.7 Awards – this section should include:

- a) Details of the validation of the course
- b) an external examiner's report if appropriate.

3.8 Appeals – details should be provided on:

- a) what appeals procedures there are.
- b) what information students receive about appeals.

3.9 Students – information should be provided about:

- a) All the above details
- b) entry requirements for the course

3.10 Organizational base –

- a) relationships of the course should be described, for example, between:
 - b) academic institutions;
 - c) professional bodies;
 - d) employing agencies

3.11 Course Funding – information should be provided about:

- a) how the course is funded.
- b) what arrangements there are for the allocation of resources and
- c) other facilities.

4. ACCREDITATION PROCEDURES

4.1 Application and consultation process

Following an enquiry about accreditation, then written information (i.e. this booklet containing criteria and procedures for accreditation) to be sent to the course organizer.

The Course may ask for an advisor/consultant.

An advisor/consultant will be appointed, if requested, at the following CRED Committee meeting.

Consultation procedures are negotiated and implemented within a time period agreed between the course and CRED (this may require completed documentation asked for in 4.6.).

Courses decide whether to apply for accreditation – completed application forms are to be submitted, accompanied by supporting information.

Written application forms (in triplicate) are to be sent to the CRED Committee Administrator via the AFT Secretary

The course can submit material for a provisional two stage accreditation with completion after the first cohort.

A CRED panel is appointed by the Chair of CRED. The course is consulted to assure that there are no major objections or conflicts of interest from either party.

4.2 Accreditation visit

The CRED panel will review the paperwork and arrange to visit the course. The visit will be arranged through negotiation but the following guidance must be followed.

The accreditation visit is usually done following the completion of the course by one cohort of students. It can be made in the final term of the first cohort but a final decision about accreditation cannot be made until the completion of that cohort.

A course may request a two stage accreditation, which would involve a provisional accreditation based on the submission of appropriate paperwork and a subsequent visit following the completion of the first cohort.

The visit must include an opportunity to meet with representatives of the course and the student group. Examples of teaching must be provided to the CRED panelists.

Examples of written work and written feedback must be made available.

4.3 Outcome of the visit

A written report will be sent to the course by the Chair of the accreditation panel to check accuracy;

The agreed report will be submitted to the CRED Committee by the Chair of the accreditation panel

The CRED panelist will present the report to the CRED committee and any questions will be raised by CRED members in discussion.

The Chair of CRED will write to the course representative and provide any required additional detail.

4.4 Outcomes of Accreditation Application:

Courses will be awarded one of the following:

Full Accreditation: the course is given full accreditation for four years from the completion of the current cohort

Qualified Accreditation: The course will receive full accreditation after certain specified changes have been made within a determined period of time. On notification, the course will receive full accreditation for four years. If the changes are not effected within the determined time, then accreditation lapses. Pending changes, the course has no status in respect of AFT accreditation. These changes will be monitored through the annual reports submitted by the course in the year following the accreditation decision letter.

Courses which apply for accreditation may be offered qualified accreditation and reviewed when the current intake completes the course in order to facilitate the registration process

or

Deferred Approval: major changes are necessary and must be enacted before a course may re-apply, and such re-application may occur as soon as may be.

Refused Accreditation: The application is refused, with re-application possible.

4.5 Re-accreditation

Four years following accreditation, courses will be notified that it is time for re-accreditation. If courses have not begun the re-accreditaion 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.

Submission

Courses will be required to complete the application electronically and will be invoiced accordingly.

Panellists

Two panellists will be appointed.

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.

Outcome of Accreditation

As in 4.4 above

A full Accreditation with visit would be required 4 years after a successful re-accreditation

5. DEFINITION OF TERMS

- Accreditation:** formal accreditation of a course in relation to the AFT criteria.
- Chairperson (Panel):** a member of the CRED Committee who chairs the accreditation procedures when courses are presented.
- Consultant/Advisor:** in this context, consultation is offered about course design and structure in relation to the accreditation criteria and procedures.
- CRED Committee:** a subcommittee of the UK Committee, made up of members of the Association for Family Therapy with experience of running different levels of training courses in family therapy and systemic approaches. The committee usually meets four times a year.
- Pannelist:** a senior member of AFT, who is a current or past member of the CRED Committee, with experience of training and organizing courses in systemic/family therapy.
- Review:** the accreditation of courses will be reviewed every four years.

Postscript

Executive Office
7 Executive Suite
St James Court
Wilderspool Causeway
WARRINGTON
WA4 6PS Tel: 01925 444414 Email: s.kennedy@aft.org.uk www.aft.org.uk