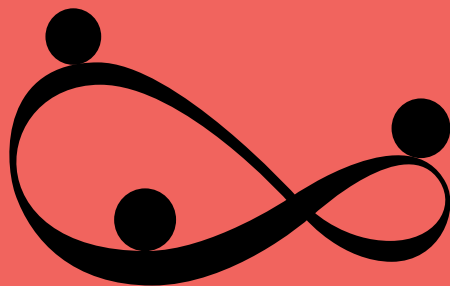


The Red Book

Training Standards and Requirements
for Systemic Supervisors and Supervision
Training Courses

3rd Edition (2017)



Association for Family &
Systemic Psychotherapy

Contents

1. Introduction	page 3
2. Scope of Document	page 4
3. Routes to Approval as an Approved Supervisor	page 5
4. Section A: Training of Systemic Supervisors	page 6
1. Requirements for Admission to Courses	(page 6)
2. Components of Training	(page 6)
3. Competences at Completion of Training	(page 6)
4. Learning Outcomes	(page 7)
5. Section B: Accreditation of Supervision Courses	page 9
1. Course Evaluation	(page 9)
2. Course Accreditation Framework	(page 9)
3. Accreditation Procedures	(page 10)
6. Section C: Guidance Notes and Information	page 12

Introduction

This is the third edition of the AFT (Association for Family Therapy) "Training Standards and Requirements for Systemic Supervisors and Supervision Training Courses" (*The Red Book*). This edition complies with the training standards and requirements set out by the United Kingdom Council for Psychotherapy (UKCP) and the UKCP College of Family, Couple and Systemic Psychotherapy (CFCST). Systemic Family Psychotherapists meeting the requirements set out in this document can apply for inclusion on the list of AFT Approved Supervisors. AFT can put forward the names of qualified supervisors to CFCST for inclusion in the UKCP Directory of Approved Supervisors. This list is published on the UKCP website.

*Roth and Pilling (2007) recognise the challenge when having to define supervision and have drawn on the evidence base and a variety of sources in order to propose an overarching definition:

"a formal but collaborative relationship which takes place in an organisational context, which is part of the overall training of practitioners, and which is guided by some form of contract between a supervisor and a supervisee. The expectation is that the supervisee offers an honest and open account of their work, and that the supervisor offers feedback and guidance which has the primary aim of facilitating the development of the supervisee's therapeutic competences, but also ensures that they practice in a manner which conforms to current ethical and professional standards" (Roth & Pilling, 2007, p. 4).

Thereafter, systemic psychotherapists became involved as part of the development of the section on systemic supervision standards and expanded and added to this definition. Supervision is considered to be context dependent and influenced by the needs of the supervisee, the supervisor and the agency, the independent practitioner context as well as the particular client group. Systemic supervision includes the ability to facilitate group supervision, live supervision, retrospective supervision and the analysis of recorded practice.

There is an emphasis on facilitating different positions in thinking and action in relation to practice within a supportive and enabling approach. In line with the modality it pays strong attention to relationship, self-reflexivity, ethics, safeguarding, diversity and difference and to finding a fit between client, problem, approach, agency, supervisee and supervisor.

AFT recognises the importance of good quality supervision and the need for supervisors to gain specific knowledge and skills that are in addition to established competences as a systemic psychotherapist. *The Red Book* provides guidance to

courses in order to provide the highest standards of training so that those who qualify will be able to offer supervision within a wide range of contexts. This may include services in health, training, education, social care and the voluntary and independent sectors. In addition, these individuals will be encouraged to develop the skills and competences to train and supervise those undertaking pre-qualifying and qualifying training programmes in Systemic Practice, and Systemic Family Psychotherapy accredited by AFT (please see *The Blue Book*).

Inherent in these standards is an understanding that supervision:

1. Makes an important contribution to the development, quality and safety for families in therapy through professional accountability
2. Has a central role in the training of psychotherapists and systemic practitioners
3. Is a key component of CPD

*Roth, A.D. & Pilling, S. (2007) *A Competence Framework for the Supervision of Psychological Therapies* (<http://www.ucl.ac.uk/CORE/>)

Scope of Document

This document sets out:

1. The requirements which courses have to meet to become “AFT Accredited” and the process of accreditation and 4-yearly review.
2. The competences required for a supervisor to be considered eligible for inclusion on the list of AFT Approved Supervisors and the UKCP Supervision Directory of Approved Supervisors.
3. Please also see the supervision information sheet on the AFT website which includes:
 - a. The CPD requirements for Approved Supervisors and the 5-yearly review process
 - b. Ethical requirements for supervisors.

AFT acknowledges the Red Book Review Group led by Myrna Gower in the revisioning of this 3rd Edition of the Red Book.

Routes for inclusion on the AFT Approved Supervisor List

To be considered for Approved Systemic Supervisor status, individuals will:

1. Usually be UKCP registered as a Family and Systemic Psychotherapist.
2. Have satisfactorily completed a Systemic Supervision Training accredited by AFT.
or
3. Demonstrate evidence of meeting all learning outcomes and competences set out in *The Red Book* through the presentation of a portfolio (APEL route). It is expected that the portfolio will usually contain evidence of formal training in supervision.

Individuals who fulfil the above criteria can submit an application form to apply for approved status by the qualifying route. The application form must be submitted to the AFT Registration Committee. Once recommended, the Applicant will be added to the AFT List of Approved Supervisors and the UKCP Supervision Directory of Approved Supervisors.

For those who have not completed a Systemic Supervision Training accredited by AFT, an application may be made to the AFT Registration Committee via the APEL (accreditation of prior experience and learning) route. This is for those who have substantial systemic supervisory training but not within courses accredited by AFT and/or who have practiced as a systemic supervisor for a significant period of time. An APEL applicant will be expected to demonstrate evidence of having had experience of regular systemic supervision and on-going relevant systemic CPD.

Applicants who have trained in systemic supervision outside of the UK and who are now resident and practicing in the UK must have the following minimum requirements before an APEL application can be considered

- UKCP registration as a Systemic Family Psychotherapist or equivalent.
- Monthly supervision and supervision of supervision in the UK for a period of 12 months preferably with an AFT Approved Systemic Supervisor or a UKCP registered Systemic Family Psychotherapist where no Approved Systemic Supervisor is available

Application forms as well as guidance notes for applying via the APEL Route are available on the AFT website. These forms will be available on request from the AFT Office.

The forms will be submitted to the AFT Office and will be allocated to a panel from the AFT Registration Committee for consideration. Further information may be requested of applicants as part of this process.

Once the panel is satisfied a recommendation is made to The Registration Committee to include the applicant on the Approved Supervisor List. Should the applicant fail to meet requirements, clear explanations for the decision will be offered.

Section A: Training of Systemic Supervisors

1. Requirements for admission to courses

Applicants should:

- be UKCP registered Systemic Family Psychotherapists (or eligible for registration with UKCP and registered with another professional body)
- usually have 3 years' experience of practice post qualification
- have the opportunity to provide on-going systemic supervision for the duration of the training course

2. Components of Training

2.1 Supervision Practice Hours

During the course the student must fulfil the following:

- 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 systemic couple and/or family therapy (supervision in the room or using a screen or video link).
- The pre and post session would be included in the 40 hours.
- These sessions would usually include supervisees ranging from those with little or no systemic family therapy training, to those who may be qualified Systemic Family Psychotherapists.
- Of the 80 hours, at least 8 of these supervision sessions would be reviewing part or all of a session with the supervisee therapist using audio/audio-visual material.

2.2 Academic Study

Course hours: 270 hours (90-180 hours; this is a ratio of one-third contact time to two-thirds independent study)

a) Taught hours: 90 hours (contact time) which includes:

- a minimum of 15 hours of theory (usually in a group). The majority of theory will focus on systemic family therapy and a systemic supervision framework
- 15 hours of personal professional development (PPD) (usually in a group). Courses may vary in the particular approach and structure of PPD. PPD should be systemically focused and take place within a systemic supervision framework
- course tutors observing the supervision practice of each student for a minimum of 15 hours. This can be live observation in the agency base or on the course and can include using audio/audio-visual material. The observation of supervision should be embedded in a systemic family therapy and systemic supervision framework
- the majority of taught hours, PPD and observation of supervision should be undertaken by an AFT Approved Supervisor

b) Independent Academic Study Hours: 180 hours

Courses will be expected to require students to review and write up supervision sessions, read for theoretical seminars, compile a portfolio of supervision sessions and submit assessed work. This will include a reflective learning log.

2.3 Duration of training

The training should be completed within three years, but not within less than one calendar year.

2.4 Assessment

The competences 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 using for example; supervisor report, viva examination or live supervision of supervision. A portfolio containing all supervision session write ups and reflections e.g. within a learning log or a personal and professional diary (PPD) should be completed with externally verified accounting of supervision hours.

3. Competences at Completion of Training

In all competences supervisors must demonstrate that they are taking account of the individual supervisee and/or groups of supervisees, clients and the wider context. Course curricula and assessments must relate to competences and learning outcomes and will be invited to show evidence to this effect.

The following Competences are based on the work of: Roth, A. and Pilling, S.A. *Competence Framework for the Supervision of Psychological Therapies* https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/pdfs/Supervision_of_Psychological_Therapies/Supervision_Clinicians__comptences_background_paper.pdf

A. Generic Supervision Skills

1. Knowledge of educational principles, which influence learning and skill development.
2. To practice in a way that is congruent with the *AFT Code of Ethics* and the accepted norms of the profession
3. Competence in working with difference taking into account the broad spectrum of cultural and demographic variations in client populations around which discrimination and disadvantage can and does occur.
4. Ability to take into account the organisational context for supervision. This will include being able to effectively conduct supervision in group contexts.
5. Developing and maintaining a working partnership:
 - a. Structuring supervision
 - b. Ability to help supervisee present clinical information
 - c. Ability to help supervisee reflect on their work

- d. Ability to give accurate and constructive feedback
6. Assessing supervisee competence using objective measures to gauge progress
 7. Ability of the supervisor to demonstrate reflexive practice within the supervisory relationship
 8. Being able to institute satisfactory standards of systemic supervision and so ensuring that supervisees attain the level of good practice required according to their level of training

B. Specific supervision skills

1. The ability to help the supervisee practice specific skills. This can be done using direct observation to engage with a supervisee's clinical work.
2. Conducting supervision in group formats is an important systemic skill in using supervisory resources well and at the same time as helping supervisees learn from one another.
3. Being able to institute satisfactory standards of systemic supervision and so ensuring that supervisees attain the level of good practice required.

4. Learning Outcomes

Learning outcomes describe what students will be expected to be able to do on completion of supervisory training and these will usually be able to be measured in some way.

4.1 In the area of **practice** he/she/they must demonstrate:

- a) the practice of systemic supervision by applying different systemic ideas of supervision and be able to clearly articulate the applied theoretical base
- b) knowledge of their responsibilities of relevant and up-to-date safeguarding legislation and competence in raising and addressing safeguarding and risk assessment issues in supervision
- c) conducting supervision in a variety of formats including group, individual and team contexts. This will include the incorporation of live supervision; retrospective supervision and supervision of recorded practice
- d) structuring supervision sessions. The provision of supervision needs to be arranged and structured in accordance with the supervisee's context taking into account organisational and professional requirements
- e) constructing different supervisory relationships taking into account the context of and the requests and needs of the supervisees. The supervisor needs to be able to contract with the supervisee and then review supervision arrangements according to the context and the relationship with the supervisee. The supervisee may be a student; a family therapist or from other professional modalities
- f) clarifying clinical responsibility and distinguish clinical, operational, professional and managerial aspects of supervision
- g) using a range of methods to give collaborative and constructive feedback
- h) enabling supervisees to present information about clinical work in a variety of ways
- i) abilities to teach methods and techniques of systemic practice to supervisees and to be able to evaluate the supervisee's competence in their practices and knowledge base

- j) enabling supervisees to make a relationship between theory and personal and professional identities
- k) forming and maintaining a supervisory alliance including the ability to take relational risks and encourage supervisees to be open and interested in: reviewing their work; trusting in the supervisor to provide a balance of support and challenge; affirm and identify developmental issues or other limitations in their practice; and to safeguard their personal wellbeing
- l) fostering supervisee's competence in working with difference
- m) evaluating supervisees' level of competence in relation to the specified context employing educational principles that enhance teaching a range of systemic skills
- n) knowledge of and responsibility for the supervisee's capacity and personal wellbeing, including when to refer for personal consultation/therapy for the supervisee
- o) knowledge of organisational responsibilities in relation to the supervisee's capacity and personal wellbeing

4.2 In the area of **theory** he/she/they must demonstrate:

- a) an understanding and commitment to systemic theoretical and practice principles and the importance of a contextual and relational perspective in supervision
- b) the ability to utilise research evidence in the practice of systemic supervision both in relation to the supervisees' practice and the practice of supervision
- c) the ability to articulate and use systemic family practice, psychotherapy and supervision theories that inform their approaches to supervision
- d) knowledge and practice of theories of education and learning and their relevance to systemic supervisory processes
- e) the ability to employ educational principles that enhance teaching a range of systemic skills
- f) knowledge of procedures relevant to the assessment of poor performance and failure, and skills in implementing these
- g) knowledge of applying supervision in other modalities

4.3 In the area of **personal and professional development** he/she/they must have the ability to:

- a) recognise, understand and use patterns from within the supervisor's own significant relationship systems and contexts that may be an opportunity and/or constraint in systemic practice and supervision
- b) ensure the supervisory relationship is related to but different from therapy
- c) to include feedback and evaluation from supervisees and clients into their supervisory practice
- d) to help supervisees to reflect on their work and on the usefulness of supervision.
- e) enable supervisees to develop their capacity to reflect on and develop reflexive abilities (self, relational, theoretical, and emotional) in their practice and to identify their own level of proficiency and limitations of practice

4.4 In the area of **ethics** he/she/they must have the ability to:

- a) demonstrate how the supervisory relationship is related to but different from therapy

- b) appreciate the similarities and the differences between the codes of ethics which inform the practices of the supervisor and the supervisee
- c) demonstrate a knowledge of ethical principles and theory. Demonstrate an understanding of and commitment to ethical principles and theory in the AFT code of conduct for supervisors
- d) understand issues of power, difference and marginalisation in systemic practice, family therapy and supervision
- e) attend to and promote anti-oppressive practices
- f) enable ethical practice
- g) recognise difficulty in the supervisory process and to respond appropriately to work towards a solution
- h) reflect (and act on) limitations in their own knowledge and experience Introduction

Section B: Accreditation of Supervision Courses

Introduction

Any course should equip practitioners completing the course to provide systemic supervision in a variety of agency settings using a range of supervision methods to different professions, including but not limited to Systemic Practitioners and Family and Systemic Psychotherapists and at different skills levels.

The accreditation framework is designed to allow for creative flexibility in accordance with the rigour of AFT and UKCP guidelines.

Courses should demonstrate sound educational practices and principles. Course teachers should:

- Be suitably experienced and qualified to deliver such programmes
- Seek appropriate supervision of their supervision, and teaching so as to remain open to new ideas and developments in the field and in relation to supervisory practice

1. Course Evaluation

Courses should demonstrate how they monitor and evaluate their programmes of study both internally (e.g. student feedback, course reviews and evidence bases) and externally (e.g. external examiners, agencies and commissioners).

2. Course Accreditation Framework

When a course is being developed and/or prepared for accreditation the following areas would need to be addressed. Course organisers are required to provide a brief statement on each item using the following headings:

2.1 Title and publicity

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

The publicity material should state the course structure, content, methods of learning, selection process, assessment and course fees.

2.2 Course Aims and Objectives

The following should be clearly stated:

- The philosophical and educational basis of the programme of study
- How they achieve AFT supervisory competences and learning outcomes as described in this *Red Book*
- Any additional competences they achieve
- All courses should provide evidence of how they include contemporary social issues in the design and delivery of the course

2.3 Course content should include:

- a) Theories and skills addressed during the course, relevant to systemic supervisory practice and adult education and learning
- b) How the course attends to issues of personal development both of the supervisor and supervisee
- c) How the course attends to the management of personal and professional boundaries relating to the supervisory relationship
- d) Research about systemic/family therapy and systemic supervision
- e) Ongoing evaluation of supervisory practice
- f) How the course aims to respect student practitioners' existing knowledge, skills and agency position whilst promoting new learning and development.
- g) Variety of teaching and training methods at post-qualifying level

2.4 A description of the course structure should include:

- a) The duration of the course
- b) The time allocated for Personal and Professional Development (PPD), teaching on theory and ethics and supervisory practice
- c) The course format: The requirements for supervisory practice and provision of supervision of supervision.
- d) How the requisite 80 hours of supervisory practice are made up, e.g. descriptions of supervision in agency, acting as a student supervisor within a clinical training programme, peer group supervision, placement in another agency
- e) How the required 15 hours of supervision of supervision are made up

2.5 Resources of the course should be listed, including:

- a) The training and experience of trainers with CVs. Training staff should be AFT approved supervisors
- b) Access to library facilities/teaching material
- c) Provision of supervision/consultation for students
- d) Location of training and suitability of base

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

- a) Assessment of Academic work
- b) Assessment of Supervisory practice
- c) Arrangements for responding to unsatisfactory progress
- d) Role of external examiner in relation to assessment

2.7 Awards – this section should include:

- a) Details of validation of the course by institutions or bodies other than AFT
- b) An external examiner's report

2.8 Appeals – details should be provided on APPEALS & COMPLAINTS

- Guidelines should be provided on how expected standards of academic integrity and professional conduct are maintained and concerns are investigated
- Courses should provide details of their criteria for suspension from training (e.g. academic misconduct such as plagiarism, and professional misconduct), how this is monitored and the procedures that are undertaken if academic and/or professional misconduct is established
- Courses should provide details of their failure criteria and failure process (the consequences of failed coursework or unsatisfactory development of professional practice).
- Courses should provide a copy of their appeals and complaints procedures.
- Courses should indicate how students are made aware of/directed to the course complaints process at the outset of training, including a first point of contact where students can be made aware of/directed to the appeals and complaints processes.

2.9 Organisational base

Relationships of the course should be described, for example with:

- Academic institutions
- Professional bodies
- Employing agencies

Courses need to show a plan for supporting the completion of studies should the course run into difficulty mid-course and not be able to fulfil the delivery of the course as originally intended.

2.10 Course Income Streams

Information should be provided about how the course is funded (e.g. student fees) and alternative funding including any stakeholders who make a financial contribution (e.g. NHS Trust training departments).

3. Accreditation Procedures

3.1 Application and consultation process

Following an enquiry about accreditation, courses are advised to use *The Red Book* as reference, a copy of which should be sent to the course organiser.

The Course may ask for a consultation. This can be arranged via a telephone consultation and a minimum fee of £40 per hour will be charged.

Courses will then decide whether to apply for accreditation. Completed application forms should then be submitted, accompanied by supporting information.

Application forms can be obtained from the CRED administrator. The application form will list the range of course documentation required. One hard copy and one electronic copy of the documentation should be submitted to the AFT office.

The CRED administrator will invoice the course for the accreditation and upon receipt of the accreditation fee up to three panellists will be appointed. The names of these panellists will be sent to the course for agreement. If the course highlights

a conflict of interest with regards to a particular panellists, a replacement will be suggested.

3.2 Accreditation visit

The CRED panel will review the paperwork and inform the course if more documentation is required. Arrangements will be made to visit the course. The visit will be arranged through negotiation, but the following guidance must be followed.

The accreditation visit usually takes place following the completion of the course by one cohort of students. The visit 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.

The accreditation visit will usually be expected to include the following:

- Presentation of the course philosophy
- Overview of course structure, curriculum, and teaching staff
- Organisational issues relating to the course
- The sustainability of the course in terms of succession planning, teaching, administration and resources
- Evidence of value for money, enabling as wide a range of students as possible to benefit from the course
- Evidence of student feedback and an opportunity for panellists to meet students
- The course's policies in relation to equal opportunities and ethics
- Areas for future development
- An opportunity to view teaching (live or from film) or to see a role-play of a typical teaching event
- 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. When an academic institution or other organisation or stakeholder is involved in validating the course a representative of that body should be invited to attend the accreditation meeting

3.3 Outcome of the visit

A draft written report will be sent by the accreditation panel to the course leads to check for any errors of content regarding the course.

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

The CRED panellist/s will present the report to the CRED committee and any queries will be raised by CRED members for discussion and clarification.

Thereafter should further information be required from the course, additional information will be requested.

3.4 Outcomes of Accreditation Application

Courses will be awarded one of the following:

- Full Accreditation:** The course is awarded full accreditation for four years from the completion of the current cohort
- Qualified Accreditation:** The course will receive full accreditation for four years after specified changes have been made within a specific period of time
- Refused Accreditation:** The application is refused, with re-application possible

3.5 Re-accreditation

Four years following accreditation, courses will be notified that it is time for re-accreditation. If courses have not begun the re-accreditation process within six months of their accreditation expiring 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 form electronically.

Panellists: A minimum of two panellists will be appointed.

The Re-Accreditation Process: Courses will be required to submit a specified list of documents pertaining to the most recently completed accredited course. A re-accreditation process is usually a paper exercise. Panellists will review the documentation and will be in touch with course leaders by telephone or email where necessary. Panellists reserve the right to request a face-to-face meeting. Where major changes have occurred in the course since the last full accreditation, panellists may recommend to CRED that a full accreditation process take place instead.

Section C: Guidance Notes and Information

Academic integrity

Academic integrity requires honesty and responsibility in scholarship, which means that all coursework should result from a student's own efforts.

Academic misconduct

Includes copying coursework from another source; the use of unauthorised material, texts, or use of equipment in an assignment submission; plagiarism; collusion between students in coursework submissions in order to gain an unfair advantage, and fabricating outcomes.

AFT

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

AFT List of Approved Supervisors

A list of those who have demonstrated to the AFT Registration Committee the knowledge and skills to be listed as an approved supervisor. To remain on the list it is necessary to demonstrate CPD requirements are being met.

AFT Code of Ethics and Practice

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

AFT Code of Ethics and Practice for Supervisors

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

Annual Review

Accredited Supervision Courses will come up for re-accreditation every 4 years but will need to submit an annual review form to the AFT Office.

Anti-oppressive 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 pro-actively promoting anti-discriminatory thinking and practice and actively developing practices which respect and are accessible to all groups in society.

Appeal

A formal request by a student or students for the review of a decision affecting them that has been made by a training institution with authority for making decisions or advising on student progress, coursework, practice on placement, and academic awards.

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 Supervision Training Courses specify achievement of the previous training or equivalent. Courses must have clear means for determining equivalence.

To that end courses are being required to have a written 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.

For those applicants who, because of previous supervisory experience, and "in exceptional circumstances" wish to apply directly to the AFT Registration Committee via the APEL route, it is incumbent on those making such an application that they show equivalence to the criteria set down in the supervision training course route for inclusion on the AFT approved supervisor list.

Competences

In this context competences describe the desired knowledge, skills, and behaviours required of students completing supervision training (or the equivalent) in order to supervise in a professional context and to be accepted for approval by AFT as an approved systemic supervisor.

Complaint

The expression of a specific concern by a student/students about the provision of learning opportunities. The matter will be defined as a 'concern' whilst it is being dealt with informally.

The matter becomes a 'complaint' when a person puts the concerns in writing and uses the word 'complaint'. Courses would be advised to have a complaint form with appropriate wording in order to indicate that the issue had moved from a concern to a complaint.

Complaints about the Accreditation Process

Complaints can be made in accordance with the *AFT Complaints Procedure* available on the AFT website or via the AFT office.

Course Handbook

The Handbook sets out the requirements that must be satisfied for a student to be eligible for course completion and graduation. Most handbooks include a description of the aims and philosophy of the course; the course structure and content and all administrative guidelines regarding assignment submissions; referencing; reading lists; accessing reading and so on.

Specific recommendations:

- It is expected that the *AFT Code of Ethics and Practice* and the *AFT Code of Ethics and Practice for Supervisors* are included in the handbook

- Where students are accepted on a course without prior professional qualification they should be made aware that on this account they might not be employed as a Family and Systemic Psychotherapist in the NHS. This needs to be stated in the handbook
- In addition to the competences laid out in *The Red Book*, courses will find it helpful to refer to *National Occupational Standards* (Skills for Health) and *Systemic Competences* (UCL); *UKCP Supervision Policy* (2012) as well as European standards in showing how and where they draw from in determining the appropriate competences required for the stage and level of their training being offered

The style and extent of inclusions in the handbook are, in the main, left to the course to develop in line with specific course requirements and the creativity of course leaders.

Course failure

Where a student fails to pass the required coursework and/or applied practice on placement standards/requirements and so does not receive an award.

Course failure criteria

Coursework and practice on placement should have clearly defined criteria as to the expected standards, quality, length, and content. Failure criteria must also be included to indicate what will not achieve a minimum pass mark.

Coursework

All required academic assignments/submissions completed by the student.

CRED

This subcommittee of AFT is entrusted with the task of assessing systemic practice and family therapy courses, including supervision courses and for making recommendations for accreditation based on the criteria laid down in *The Blue Book* and *The Red Book*. AFT has the responsibility for assessing systemic courses on behalf of the Family, Couple, and Systemic Therapy College 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

These are 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. Panellists who themselves are AFT registered Supervisors or have significant supervisory experience as trainers and in practice are preferred panellists for Supervision Course Applications. The choice is made on the basis of experience, knowledge and impartiality. In most circumstances two panellists will be involved in the accreditation or re-accreditation of a training course. The

lead panellist is the panellist appointed to liaise with the course and takes responsibility for completing the report.

Learning opportunities

The combination of the curriculum, teaching, tuition, supervision, advice and support, and facilities (information and communication technology equipment and software, teaching rooms, libraries, laboratories, workshops and studios and practice rooms) that the training institution makes available to its students so that they can learn.

Learning outcomes

Learning outcomes describe exactly what students will be able to do on completion of supervisory training and these will usually be able to be measured in some way.

Personal and Professional Development (PPD)

Personal and Professional Development (PPD) in Systemic Family Psychotherapy training programmes consists of the time and activities within the curriculum dedicated to developing students' use of self to reflect critically and systematically on the boundaries, connections and interrelationships between client/s-self-supervisor context/s. It will have a focus on developing students' capacity for self-reflexivity during therapy/live supervision/simulations and after therapy/retrospective supervision/simulations in order to better enable them to make complex practice decisions. Enhancing the use of the self in systemic psychotherapy training programmes is achieved through supporting students in understanding how personal background, diversity and difference factors, and culture impact on the experience of the systemic therapist and influence subsequent understandings within different professional contexts. In addition, PPD should be designed to enable students to develop a capacity to be aware of the limits of their professional competence; to identify professional strengths and resilience factors; how to use supervision to reflect on practice and identify areas for further self-development.

Plagiarism

Inserting words, concepts, or images from the work of someone else into coursework without acknowledging the originator's contribution; representing the work of another as one's own.

The Portfolio

All applicants applying for registration as per the APEL route are expected to compile a portfolio of their learning pertaining to supervisory processes. This can include all components of relevant courses including teaching materials; support materials and any assignments or relevant writings completed. An important element of the portfolio involves the critical analysis of teaching and learning. Personal reflections on learning will include the on-going feedback from supervisors of supervision providing the context for mutual feedback and reflexive and self-evaluation.

All successful trainees within an accredited supervision training course will complete the course with a portfolio documenting their learning and development journey.

Practice or Supervision Placements

The training courses in Systemic Supervision 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 approve and 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 of supervision experience. In these cases Supervisors of supervision will usually be registered as UKCP Family and Systemic Psychotherapists and/or Supervisors and should be well connected with the course and key course staff.

Students undertake to integrate their knowledge base derived in an academic setting with practice opportunities to inform and improve professional practice.

Professional Behaviour

Occurs when the student:

- Conforms to the AFT and UKCP code of professional conduct and practice.
- Is consistent with the behaviour required by AFT and UKCP and by the employers of such professional staff.
- Does not jeopardise or put at risk the welfare, wellbeing or safety of clients; members of the public; fellow students; co-workers; members of academic, professional or clinical staff.
- Does not jeopardise or put at risk the student's own welfare, wellbeing, or safety

Professional training

Practice based learning integrated into the structure of a taught programme of studies in order to enable students to apply academic study in the real world. Practice on placement forms the opportunity for the use of theory to direct and enhance professional skills.

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 or who has demonstrated to AFT (Registration) evidence of meeting all learning outcomes and competences set out in *The Blue Book* through the presentation of a portfolio (APEL Route).

Registration

It is the task of the AFT Registration Committee to review applications from practicing clinicians for recommendation to the UKCP register of Family and Systemic Psychotherapists and also to review applications for the AFT List of Approved Supervisors who can then be recommended to the UKCP Supervision Directory.

Systemic Supervisors

The Red Book provides a framework and lays down the requirements for Approved Systemic Supervisors. The Association for Family Therapy maintains a list of Approved Supervisors. Qualified Family and Systemic Psychotherapists who are supervising and who meet the requirements specified (see 2. *Requirements for inclusion on the AFT Approved Supervisor List*, p. 5) can apply to be on the list of AFT approved Systemic Supervisors.

Suspension from training

Where a training organisation has decided that a student has been shown to have committed academic misconduct or unprofessional behaviour and as a consequence that the student should not continue the training course. The student is permanently suspended from the training programme unless successful in the appeals process.

Team Supervision and Group Supervision

In this context a team is a group of people (usually between 2 and 4) who meet together regularly to work with the same clients.

A group is considered to be a number of people (up to approximately 8 participants) who are working with different clients and sometimes working in different agencies and who meet (often regularly) for retrospective supervision.

UKCP Supervision Directory

This is a Directory held by UKCP of approved supervisors. A recommendation for individuals to be on the Directory under a specific modality must be made by an organisational member and supported by the relevant college.

USEFUL ADDRESSES

The Association for Family Therapy and Systemic Practice in the UK (AFT)
7 Executive Suite
St James Court
Wilderspool Causeway
Warrington
WA4 6PS

Tel: 01925 444414

UK Council for Psychotherapy (UKCP)
America House,
2 America Square,
London,
EC3N 2LU

Tel: 020 7014 9955

