



Thematic
Training
Accreditation

Information



Contents

1. Thematic Training Accreditation.....	3
2. Training Levels and Accreditation.....	3
3. Course Content.....	4
4. Levels and Learning Outcomes	4
5. Total Qualification Time and Guided Learning	5
6. Course Governance	6
7. Staff	6
8. Learning Strategy.....	7
9. Assessment.....	7
10. Accreditation Duration and Costs.....	8
Appendix One. Generic Level Descriptors (Ofqual/RQF)	9

1. Thematic Training Accreditation

COSRT accredits training courses that cover themes integral to good quality therapy practice. The knowledge gained during these courses contributes to increasing practitioner skills and knowledge. These courses all lead to a form of qualification after assessment.

Receiving Thematic Training Course Accreditation means:

- A tailored logo is presented for uses related to the course, indicating Accreditation and the Level.
- COSRT's logo and name can be used in association with the course in specific ways.
- The course will be advertised on the COSRT website for the duration of Accreditation.
- The Course will be advertised in the Good Therapy COSRT Newsletter and COSRT Training update once per year during Accreditation.
- All references to the Course will include reference to the Level, Guided Learning and Total Qualification Time.
- Graduates will be able to use the course as verified evidence of training hours for COSRT Accredited Membership (when added to an eligible Professional Qualification).

2. Training Levels and Accreditation

These Thematic Training courses are accredited at levels depending on how advanced content and learning outcomes are. These do not indicate or imply different levels of quality. The levels are informed by the Regulated Qualifications Framework (RQF), European Qualification Framework (EQF), and QAA benchmark standards for counselling and psychotherapy:

- COSRT Level 1 Thematic Training (RQF examples include GCSE grades D – G)
- COSRT Level 2 Thematic Training (RQF examples include GCSE grades A* - C)
- COSRT Level 3 Thematic Training (RQF examples include AS level)
- COSRT Level 4 Thematic Training (RQF examples include higher national certificate)
- COSRT Level 5 Thematic Training (RQF examples include diploma of higher education)
- COSRT Level 6 Thematic Training (RQF examples graduate diploma)
- COSRT Level 7 Thematic Training (RQF examples include master's degree)

The duration of a course is necessarily linked to the level ultimately assigned. But is not the determining factor. This is because advanced learning outcomes are difficult to achieve and often require significant training and study.

For example, it is possible that a short online course would, because of time and teaching method limitations, lead to basic or intermediate knowledge and skills in an area. This might often be reflected in the award of COSRT Level 1, 2 or 3. A longer course, however, may be more likely to provide opportunities to build advanced knowledge allowing critical analysis and interpretation in an area. Consequently, this might be reflected in an award of COSRT Level 5, 6 or 7.

3. Course Content

Course content must be in line with the COSRT Code of Ethics and Practice. It must be based on robust and scientifically verifiable evidence bases. No part of training can advocate or be seen to advocate Conversion Therapy. And no part of training can advocate or be seen to advocate sexual surrogacy or bodywork involving touch.

Thematic Training courses must have at least 51% of their content focused on topics within:

- Psychosexual - assessment, treatment, theory, and models.
- Relationship (including couples and family) - assessment, treatment, theory, and models.
- Sexual (dis)functions, anatomy, and physiology.
- Medical conditions and treatments in relation to psychosexual and relationship.
- Mental health issues and disorders in relation to psychosexual and relationship.
- Sexual behaviours and related issues.
- Parenting and the parental relationship.
- Exploitation, violence, and abuse.
- Working with perpetrators, victims, and criminal justice.
- Bereavement, loss, and trauma.
- Online behaviours, image based sexual abuse, and experiences.
- Pharmacology and substance use in relation to psychosexual and relationship.
- Neurobiology, psychosocial and environmental aspects of sex and relationships.
- Diversity and inclusion including Gender, Sex & Relationship Diversities.
- Psychosexual, sex and relationships through the life course.
- Ethics and legal issues in relation to psychosexual and relationship.

4. Levels and Learning Outcomes

The level of accreditation is based on how difficult the qualification is – the ‘stretch’ a learner will face. This gives an indication of how someone’s knowledge and skills will have advanced after successful graduation compared to when they began.

To illustrate this, organisations provide clear Learning Outcomes that are referenced against generic level descriptors (Appendix One). Accreditation requires information on:

- The amount of content at the level proposed.
- The amount of assessment at the level proposed.
- An average learner's increased ability as they approach the end of the course.

Not all content and assessment have to be at any single level. The level assigned will be according to where most content and assessment falls.

5. Total Qualification Time and Guided Learning

Thematic courses vary greatly in length. Some are short, comprising a limited number of days or weekends. Others are significantly larger and span one or more years. It is vital that this is clear to all parties.

Organisations must therefore assign and show the rationale for Total Qualification Time (TQT) and Guided Learning (GL) hours. These indicate how much time it would take an average learner to complete the course, and how much of that time will be spent in specific types of activity.

COSRT recognises that student's contexts vary greatly. For example, primary language, learning styles and challenges are diverse. Organisations are therefore requested to look at an average learning journey when assigning hours, recognising that these will be different for certain people.

Values for TQT, including GL, are calculated by considering the different activities that learners would typically complete to achieve and demonstrate the learning outcomes of a qualification.

Values for TQT are developed, provided, and evidenced by organisations. The values should take account of:

- Independent and unsupervised research/learning.
- Unsupervised compilation of a portfolio of work experience.
- Clinical placements including unsupervised sessions, reflective activities and setting up placement.
- Unsupervised e-learning.
- Unsupervised e-assessment.
- Unsupervised coursework.
- Watching a pre-recorded podcast or webinar.
- Unsupervised work-based learning.
- All Guided Learning.

GL is learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes being assessed if the assessment takes place under immediate guidance. Again, these figures are developed and provided by the course provider, based on their understanding of what is involved in the course and completing it.

Examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor.
- Work-based learning supervised by a tutor.
- Tutorials in real time.
- E-learning supervised by a tutor in real time.
- Clinical placement sessions observed by a tutor/supervisor.
- Supervision sessions related to the clinical placement.
- All forms of assessment which take place under immediate guidance.

6. Course Governance

Good governance is vital for course integrity and maximising learning outcomes. COSRT therefore requires that the following policies and procedures be in place and published where applicable and appropriate:

- Admissions and fees.
- Complaints, grievance, and appeals.
- Anti-discriminatory and equal opportunities.
- Quality assurance including student feedback.

As part of the accreditation process organisations will also be asked to demonstrate that the course has:

- Appropriate course insurance
- Economical sustainability.

Some courses, especially short-form, may not need or have all policies in place. The absence of policies and procedures should be explained within the application process.

7. Staff

All trainers must be suitably experienced and skilled to teach. The course team must have a wide range of expertise and skills within the theme(s) addressed. Staff should remain up to date with evidence-based practice and use research-based evidence to inform teaching when that is applicable.

8. Learning Strategy

All training providers must submit a Learning Strategy. This should be proportionate to the duration and level of the course. A short online course will have less information than a comprehensive one-year classroom-based course.

The Learning Strategy should illustrate:

- Learning outcomes that the learner will achieve on completion of the course.
- What criteria learners will meet and demonstrate to show they have achieved those outcomes.
- What activities will be used to give them the required knowledge.
- What assessment method will be used to measure achievement of outcomes.

An example Strategy is:

Learning Outcomes	Criteria	Activities	Assessment
Learner can use theory and research to work with diverse Service Users.	• Can work with social, cultural, and biological factors that impact individuals. • Can reflect on changing cultural perceptions of identity.	• 2 Seminars. • 10 hours of Self-study.	• 3,000-word essay.

9. Assessment

COSRT requires that qualification from a Thematic Training Course is dependent on all Learning Outcomes and associated Criteria being demonstrated through assessment. The assessment may include gradings, referrals and resubmissions. But ultimately there must be a definitive pass/fail mechanism. Methods of assessment will be proportionate to the level and size of the course. They should reflect the independent learning and teaching methods employed, and where possible ensure that the student's work is evaluated from a variety of perspectives.

To support good governance of assessment, COSRT requires that organisations ensure:

- Clear information for students on methods of assessment and what is being measured.
- A clear and open marking system.

10. Accreditation Duration and Costs

Accreditation for Thematic Training Courses lasts for five years from the point of award. There is an annual review process to confirm the course is unchanged. If so, an annual fee is paid to continue accreditation. If there are significant changes to the course content, format, or trainers then a new assessment will be required.

Fees for Thematic Training Course Accreditation are:

Courses up to 50 hours Guided Learning

- Initial assessment (non-refundable): £100
- Annual fee: £150

Courses between 51 and 100 hours Guided Learning

- Initial assessment (non-refundable): £150
- Annual fee: £200

Courses over 100 hours Guided Learning

- Initial assessment (non-refundable): £200
- Annual fee: £250

Appendix One. Generic Level Descriptors (Ofqual/RQF)

	Knowledge (learner...)	Skills (learner can...)
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems. Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.
Level 2	Has knowledge and understanding of facts, procedures and ideas in an area of study or field or work to complete well-defined tasks and address straightforward problems. Can interpret relevant information and ideas. Is aware of a range of information that is relevant to the area of study or work.	Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.
Level 3	Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. Can interpret and evaluate relevant information and ideas. Is aware of the nature of the area of study or work. Is aware of different perspectives or	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

	approaches within the area of study or work.	
Level 4	Has practical, theoretical or technical knowledge and understanding of a subject or field of work to address problems that are well defined but complex and non-routine. Can analyse, interpret and evaluate relevant information and ideas. Is aware of the nature of approximate scope of the area of study or work. Has an informed awareness of different perspectives or approaches within the area of study or work.	Identify, adapt and use appropriate cognitive and practical skills to inform actions and address problems that are complex and non-routine while normally fairly well-defined. Review the effectiveness and appropriateness of methods, actions and results.
Level 5	Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret, and evaluate relevant information, concepts, and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt, and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods, and results.
Level 6	Has advanced practical, conceptual, or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many	Determine, refine, adapt, and use appropriate methods and advanced cognitive and practical skills to address problems that have limited definition and involve many interacting factors.

	interacting factors. Understands different perspectives, approaches or schools of thought and the theories that underpin them. Can critically analyse, interpret, and evaluate complex information, concepts and ideas.	Use and, where appropriate, design relevant research and development to inform actions. Evaluate actions, methods and results and their implications.
Level 7	Reformulates and uses practical, conceptual, or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions. Understands the wider contexts in which the area of study or work is located. Understands current developments in the area of study or work. Understands different theoretical and methodological perspectives and how they affect the area of study or work.	Use specialised skills to conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development, or strategic activities to inform or produce change in the area of work or study. Critically evaluate actions, methods and results and their short- and long-term implications.