



Foundation
Training
Accreditation

Information



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1. Foundation Training Accreditation

COSRT accredits Foundation Training courses that suitably equip graduates to progress to specialised COSRT-Accredited training in Psychosexual and Relationship Therapy. These courses all lead to a qualification and hence must be assessed. These courses do not equip graduates to practice any form of therapy independently.

Receiving Foundation Training 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 (Guided Learning) for COSRT Accredited Membership (when added to an eligible Professional Qualification).

2. Training Levels and Accreditation

These Foundation 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 4 Foundation Training (RQF examples include higher national certificate)
- COSRT Level 5 Foundation Training (RQF examples include diploma of higher education)
- COSRT Level 6 Foundation Training (RQF examples graduate diploma)
- COSRT Level 7 Foundation Training (RQF examples include master's degree)

The award of a COSRT Level does not imply that the qualification is legally regulated. Instead, it is an indication of COSRT's assessment as the Professional Body.

3. Course Content

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

Syllabuses must ensure learners receive in-depth and broad knowledge relating to theory and practice. They should cover core elements such as:

- Overarching therapy approaches and paradigms, for example, attachment theory.
- Specific therapy models, for example, Cognitive Behavioural Therapy (CBT).
- Key disorders, conditions, and presentations, for example, anxiety.
- Introductions to Psychosexual and Relationship Therapy.

Organisations provide full syllabuses and their rationale as part of the accreditation process. Accreditation involves determining whether the course's content is suitable to act as a pathway to specialist Psychosexual and Relationship Training.

4. Clinical Activity and Placements

COSRT accredits Foundation Courses which include supervised clinical activities including placements. No more than 30% of a course's overall Total Qualification time should be clinical activity, reflecting the foundation status. To ensure quality and safety, COSRT requires that training providers evidence that:

- The clinical activity is required to successfully achieve the course's outcomes.
- Any clinical activity meets the standards laid out by COSRT's Code of Ethics and Practice.
- Assessment of clinical activity is part of overall student assessment.
- No clinical activity is undertaken without direct supervision/guidance/observation.
- No more than 40% of supervised clinical practice is online¹.
- Course Directors approve any placement, including clinical supervision arrangements.
- Any clinical placements are within organisations.
- Supervisors hold Accredited-level membership in COSRT or a body accountable to the PSA.
- The course must provide a regular forum for discussion of clinical work undertaken by students.

¹ Specialist training must be given prior to any online practice.

5. 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. For example, legal information or medical information may not have to be critically processed at level 7.

When a course has prior formal accreditation at a particular level from another body, this can be provided to COSRT and will be taken into account.

6. Total Qualification Time and Guided Learning

Organisations must 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.

a. 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 the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training. Examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor.
- Live webinar or telephone tutorial with a tutor in real time.
- E-learning supervised by a tutor in real time.
- Work-based learning (such as clinical activity) directly supervised by a tutor.

- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Please note that where training includes any form of clinical activity (such as placements) only sessions observed by a supervisor can contribute to GL. Similarly, only supervision sessions taking place within the structure of the training and directly related to the placement contribute to GL.

Foundation Training courses should have the following minimum numbers of Guided Learning hours:

Guided Learning
120

b. Total Qualification Time

TQT is the notional minimum number of hours it would take the average learner to successfully complete the qualification. TQT is made up of the GL (hours) plus all other time taken in preparation, study, or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor, or tutor.

A larger number of hours related to clinical activity can be included in TQT. This includes sessions not under direct guidance and supervision, reflective activities, and setting up placement agreements.

Other types of activity that can be added to GL to make the TQT figure include:

- Independent and unsupervised research/learning.
- Unsupervised compilation of a portfolio of work experience.
- Unsupervised e-learning.
- Unsupervised e-assessment.
- Unsupervised coursework.
- Watching a pre-recorded podcast or webinar.

Foundation Training courses should have the following minimum Total Qualification Time hours:

Total Qualification Time
250

c. Assigning and reviewing TQT and GL

Figures for TQT and GL are compiled by training providers and verified by COSRT based on available evidence. Providers should create these final figures using as robust an evidence base as possible. This can include, for example:

- A clear assignment of GL hours to specific units and activities.
- Estimates of non-GL activities needed to support
- Feedback from students on non-GL hours required.
- Information from providers of similar qualifications.
- Information from organisations with relevant expertise.

When annual re-accreditation is carried out, COSRT will request an update on GL and TQT figures. To confirm TQT, providers are advised to request student feedback on activities such as self-study.

7. 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:

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

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

- Full and comprehensive course insurance.

8. 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.

9. Learning Strategy

All training providers must submit a Learning Strategy. This should be proportionate to the duration and level of the course.

The Learning Strategy should illustrate and include:

- General and specific 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.	• 2 Seminars. • 10 hours of Self-study.	• 3,000-word essay.

10. Assessment

COSRT requires that qualification from a Foundation Training Course is dependent on all Learning Outcomes and associated Criteria being demonstrated through assessment. The assessment may include gradings, referrals and resubmissions and tutor notes. 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.

11. COSRT Membership

Any participant in a Foundation Training Course is welcome to apply for COSRT Student Membership. If successful they will be subject to all requirements of COSRT Membership. However, joining COSRT is not a

requirement as Foundation Training Courses are not designed for specific training in the profession of Psychosexual and Relationship Therapy.

The training provider bears full responsibility and liability for conduct of students who are not COSRT Members. This includes any clinical activity and dealing with any complaint against a student from any party.

12. Accreditation duration and costs

Accreditation for Foundation Training courses lasts five years from the point of award. There is an annual review process which ensures criteria are still met and the course is unchanged. Fees are:

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

Note that assessment is a one-off fee at the point of application.

Appendix One. Generic Level Descriptors (Ofqual/RQF)

	Knowledge (learner...)	Skills (learner can...)
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	Determine, refine, adapt, and use appropriate methods and advanced cognitive

	understanding of a subject or field of work to create ways forward in contexts where there are many 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.	and practical skills to address problems that have limited definition and involve many interacting factors. 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.