

PROFESSIONAL QUALIFICATION ACCREDITATION

REQUIREMENTS AND INFORMATION

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This document details the requirements that a professional qualification must meet to be Accredited by COSRT.

These are courses designed to allow a graduate to practice as a Psychosexual and Relationship Therapist or Relationship Therapist and immediately join the COSRT Specialist Public Registers.

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TYPES OF COURSES ACCREDITED

COSRT accredited courses that equip people to practice as Psychosexual and Relationship Therapists or Relationship Therapists - the professions for which COSRT acts as the specialist professional body.

LEVELS OF ACCREDITATION

Courses are accredited at three levels, depending on how advanced learning outcomes are for graduates. The levels are informed by the Regulated Qualifications Framework (RQF), European Qualification Framework (EQF), and QAA benchmark standards for counselling and psychotherapy:

- COSRT Level 5 Professional Training (RQF examples include diploma of higher education)
- COSRT Level 6 Professional Training (RQF examples graduate diploma)
- COSRT Level 7 Professional Training (RQF examples include master's degree)

Graduation from a course at any of these three levels will permit entry to the specialist registers. However, levels denote how graduates will be equipped with progressively more advanced skills and knowledge as illustrated by the following generic descriptors:

Level	Knowledge	Skills	Responsibility and Autonomy
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Advanced knowledge of the field of work/study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the specialised field of work / study.	Manage complex technical or professional activities, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.

7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work/study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields.	Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields.	Manage and transform work and study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.
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The award of levels by COSRT is based on information provided within the accreditation application process. The three key elements are:

- Clear outcomes for course units which indicate that learning is at a particular level.
- A coherent link between content, outcomes and required professional competencies.
- A robust statement describing the course which articulates how graduates are equipped with skills and competences in line with generic descriptors above.

PROFESSIONAL COMPETENCES

COSRT's accreditation is based on courses equipping graduates with the competences required to practice as Psychosexual and Relationship Therapists or as Relationship Therapists. These competencies are deemed to be essential for high quality psychotherapy practice. They are broken down into four cross-cutting skills areas relating to specialist practice.

- Professional Practice.
- Clinical Assessment.
- Therapeutic Relationship.
- Core Specialist Knowledge.

Competences are aligned with the levels (5 – 7) which denote how advanced they are. Courses must show how their content and assessment supports the achievement of each competence.

PSYCHOSEXUAL COMPETENCES

Accreditation of integrated Psychosexual and Relationship Therapy training requires that graduates are equipped with additional Psychosexual-only competences. This additionality reflects the advanced and specialist knowledge beyond that required for both generic and relationship therapies.

Course providers must demonstrate at which level (5 to 7) their training addresses these competences at.

QUALIFICATION TIME

Course size is shown using two key metrics - Total Qualification Time (TQT) and Guided Learning (GL). Organisations assign and justify figures for both to their training courses.

Values for TQT include GL. The TQT is 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 estimates. Some examples of contributions to TQT 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.
- Unsupervised workplace-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 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 Guided Learning include:

- Classroom-based learning supervised by a tutor.
- Work-based learning supervised by a tutor.
- Live webinar or telephone tutorial with a tutor in real time.
- E-learning taught or supervised by a tutor in real time.
- 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.

Supervised clinical placements contribute to TQT, including unsupervised sessions, reflective activities and setting up placement agreements. However, only clinical sessions observed by a supervisor and supervision sessions relating to the placement contribute to GL.

Any Professional Qualification accredited by COSRT must meet the following minimum standards:

Total Qualification Time	Guided Learning
600	250

ASSESSMENT

Assessment must address both theory and competence. It will evaluate knowledge and competencies in relation to the learning outcomes. COSRT requires that qualification from a course is dependent on learning outcomes being demonstrated through assessment. The assessment may include gradings but must be based on a definitive pass/fail mechanism.

The learner should be ready to engage in clinical practice immediately after the qualification is awarded. Considerable weight will therefore need to be given to practitioner competence. Methods of assessment will reflect the independent learning and teaching methods employed and ensure that the student's work is evaluated from a variety of perspectives.

To allow this, assessment must combine formative and summative and include three methods – documentary, observational and testimonial. Organisations define the tools used under each method. The following table gives examples of tools that may be used:

Required Methods	Example Tools
Documentary	- Essays - Written exam
Observational	- Verbal presentation - Tutor report
Testimonial	- Clinical supervisor report

Each method and tool can be used to evidence multiple Criteria and Learning Outcomes. To support good governance of assessment, COSRT requires that organisations ensure:

- Clear information for students on methods of assessment and what is being measured.
- Written and verbal presentation of placement clinical work supported by supervisor's reports.
- Ongoing evaluation of the student's work through the course.
- Final assessment moderated by an independent external examiner.
- A clear and open marking system.

OVERALL LEARNING STRATEGY

The Learning Strategy is the key document in which organisations combine information to present their course for accreditation. This simple but comprehensive document shows how the course ensures graduates are equipped with the required competences for the profession. The strategy will be presented in table format (example in Appendix 1) outlining the links between:

- Course unit. Description of the specific course teaching unit.
- Content. Taught content within the unit.
- Outcomes. Learning outcomes for the unit.
- Methods. Teaching tools and methods are used.
- Assessment. Assessment methods are used.
- Competences. Professional competences supported.

ADMISSIONS

Appropriate entry routes to specialist training are highly important. Courses must show that:

- Applicants have graduate status or equivalent experiential learning.
- There are clear and transparent APEL procedures in place.
- The selection process is clear and transparent.

Entrants must have demonstrable skills and knowledge in general therapy practice before starting specialist therapy training. This reflects Psychosexual and Relationship Therapy and Relationship Therapy's status as advanced specialities.

Courses can do this by allowing entry via:

- COSRT-accredited Foundation training.
- Highly relevant professional experience assessed and deemed to meet clear requirements laid out by the course.
- RQF Level 5 (or equivalent) qualification in general psychotherapy that included at least 120 Guided Learning Hours.

COURSE GOVERNANCE

Good governance is vital for course integrity and maximising learning outcomes. COSRT therefore requires that the following policies and procedures are in place:

- Complaints, grievance and appeals procedure(s).
- Policy and process for assessing fitness to practice of staff and students (related to clinical placements for the latter).
- Fully embedded anti-discriminatory and equal opportunity policies and practice.
- Mechanisms to gather and act on student feedback to support course standards.
- Full and comprehensive course insurance.
- Appropriate screening measures to ensure public protection for supervised placements.
- Safeguarding policy covering children and adults appropriate for therapy practice.

CONDUCT AND ETHICS

Course providers will be responsible for dealing with complaints regarding the course, teaching, and related issues in the first instance. This should be based on policies and processes in line with COSRT's Code of Ethics.

COSRT retains the right to consider complaints about course quality or related issues where the provider has been unable to resolve the issue. This reflects the position of COSRT as accrediting body and involves examination of evidence from all parties, drawing on COSRT's Conduct Procedure. Where COSRT concludes that there is an issue with course provision or similar, it will seek resolution by providing 'requirements' to the training organisation. These will be time limited actions necessary to remedy deficiencies and continue accreditation. Where COSRT is unable to resolve an issue relating to an accredited course, it can seek removal of accreditation through a Board decision.

COSRT also retains the right to consider complaints against any individual related to the course who is a COSRT Member. In such instances the COSRT Conduct Procedure will be followed in full.

SUPERVISED PLACEMENTS

Any accredited course must include at least one clinical placement. This will be within the structure of the course alongside teaching and learning (rather than taking place afterwards or separately).

Placements should include the following as a minimum:

- 150 hours of clinical practice for Psychosexual and Relationship Therapy courses.
- 100 hours of clinical practice in Relationship Therapy courses.

To ensure the quality of placements, it is imperative that:

- At least 30% of supervised clinical practice (placements) is in person¹.
- Students work with diverse clinical presentations within placements.
- Supervision is conducted at a ratio of 1:6 and can be online or in person.

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

Organisations must also evidence high levels of quality assurance and support for placements. This includes the following key standards:

- Course Directors approve the placement, including clinical supervision arrangements.
- Students are ordinarily in placement within organisations rather than with or as sole practitioners.
- Students may only use personal private practice to accrue clinical hours if they have qualified from a recognised therapist training course involving at least 150 supervised hours of clinical practice².
- Service users must be made aware of a student's status as being in training.
- A tripartite agreement must exist between the course, student, and placement supervisor.
- Supervisors should be on COSRT's Supervisor Register or hold another registration specific to supervision.
- Supervisors should be COSRT Accredited or Registered Members.
- The course must provide a regular forum for discussing clinical work undertaken by students.
- Group supervision may form up to a maximum of 40% of supervision hours during training.
 - Where a group has 4 members or less, all time can be counted as supervision hours.
 - Where the group has more than 4 members, the length of time of the group is divided by the number of members and that amount counts towards supervision hours.

TEACHING

All tutors must be suitably experienced, trained, and skilled to teach. The course team must have a wide range of expertise and skills within Psychosexual and Relationship Therapies, including where necessary sexual health and medicine. Staff should remain up to date with evidence-based practice and use research-based evidence to inform teaching.

² This may be waived in exceptional circumstances subject to the Course Director and Supervisor recognising the student as sufficiently clinically competent.

ONLINE WORKING

Learning and practice is increasingly online. And COSRT's standards reflect that. To ensure appropriate outcomes, COSRT ordinarily permits that:

- Up to 70% of clinical placements can be online.
- Up to 100% of supervision for clinical placements can be online.
- Up to 70% of teaching and learning can be online.

In certain circumstances an organisation can request that these limits are changed. These requests will be considered case by case, subject to evidence and rationale.

STUDENT PERSONAL DEVELOPMENT

Courses are responsible for ensuring that students complete before the award of qualifications:

- 50 hours of personal therapy and/or group therapeutic work, focused on awareness of self in relation to the other.
- These should include a minimum of 20 hours one-to-one personal therapy to be completed and evidenced during training.

RELATIONSHIP WITH COSRT

COSRT is the professional body for Psychosexual and Relationship Therapists and Relationship Therapists. It is the only organisation with all professional standards, ethical codes, training and practice guidelines dedicated to these professions.

To uphold standards and protect the public, COSRT therefore requires training providers ensure that:

- Course Directors should be COSRT Accredited Members as a minimum.
- Course staff (involved in teaching, learning, supervision and assessment) should be COSRT Registered at a minimum.
- If this is not possible, at least 50% of core staff must hold this status.

- Courses must promote and uphold the COSRT Codes of Ethics and Practice.
- All students are required to become Student Members of COSRT.
- Students must have COSRT Membership in place as they commence training.

The entry of students into COSRT Student Membership ensures they are subject to the most rigorous, specialised ethical and conduct frameworks when in training – including clinical placements.

ADDITIONAL COURSE ACCREDITATION

Course providers can apply for an accredited course to be duplicated. This can be done after at least one cohort has graduated from the original course. And it can be done in two ways – replication of a course in a second physical site, or replication in an online model (not on-site). For such additional accreditation, organisations will be asked to provide confirmatory evidence that the standards and learning outcomes originally accredited are still valid.

ACCREDITATION COSTS AND DURATION

COSRT is a non-profit organisation and seeks only to cover incurred costs for accreditation. Accreditation lasts for five years from the point of award. A non-refundable fee is paid for the initial assessment. Once accreditation is awarded, it is valid for 5 years and is ordinarily only terminated in the event of course closure or standards-related procedure instituted by COSRT. Standard costs are as follows.

Single/main course

Initial accreditation assessment:	£400
Five-year accreditation fee:	£750
Re-assessment fee:	£350

Second/additional course

Where an organisation launches a duplicate of an accredited course (for example, a second location or an online version), a nominal fee is charged:

Confirmatory assessment fee:	£200
Five-year accreditation fee:	£500
Re-assessment fee:	£150

ACCREDITATION BENEFITS

Accreditation brings the following core benefits to providers:

- Tailored logo indicating accreditation and level
- Limited rights to use COSRT 'marks' (logo and other elements)
- Listing on COSRTlearn and COSRT websites for duration of accreditation
- One full page advert per year in COSRT's Good Therapy periodical
- Advertising of the course on COSRT social media platforms twice per year
- One free staff member place at each COSRT conference

APPENDIX 1.

SAMPLE LEARNING STRATEGY

Unit	Content	Unit outcomes	Learning Methods	Assessment	Professional Competencies Supported
Ethical and legal practice	- Ethical frameworks and codes of ethics - The role of professional bodies. - Responsibility for good practice. - Laws applicable to specialist psychotherapy practice.	- Able to understand and work within the regulatory and non-regulatory framework for therapy. - Able to take responsibility for independent decision making and ensure	2 Lectures. 1 Seminar. 5 hours recommended Self-study.	3,000 word written essay. 2 verbal presentations.	1.2, 2.2, 3.2

APPENDIX 2.

PROFESSIONAL PRACTICE COMPETENCES

Graduates must be equipped with a series of competences related to professional practice. These represent the foundation for safe and effective therapy practice. Levels denote how advanced they are as learning outcomes.

Level 5

Required Graduate Competences	
Pp1	Knowledge of and ability to operate safely and ethically within professional, legal and ethical frameworks.
Pp2	Ability to negotiate, maintain and review an appropriate contract with the Service User, taking account of timing, practice setting and duration of therapy, ensuring that the Service User's consent is explicitly informed and freely given.
Pp3	Ability to create regular opportunities for the Service User to review and feedback their experience of the therapy.
Pp4	Ability to protect the confidentiality and privacy of Service Users from unauthorised access or disclosure by informing them in advance about any reasonably foreseeable limitations of confidentiality and privacy.
Pp5	Ability to understand ethical frameworks and deal within difficulties and dilemmas, including addressing and resolving contradictions between different codes of practice and conduct, or between ethical requirements and work requirements.
Pp6	Ability to incorporate equality awareness and consideration of diversity of client's or patient's identity, culture, language, values and worldview into ethical decision-making.
Pp7	Ability to establish and maintain appropriate professional and personal boundaries in online relationships with Service Users.
Pp8	Ability to manage and respond appropriately to the practical and ethical demands of all forms of technologically mediated therapy and communication.
Pp9	Ability to use team-working skills to work with others.

Level 6

Required Graduate Competences	
Pp11	Ability to take an active role as a member of a professional community and participate effectively in inter-professional and multi-agency approaches to mental health where appropriate.
Pp12	Ability to work in multi-disciplinary teams with other professionals to enhance therapeutic outcomes.

Level 7

Required Graduate Competences	
Pp13	Ability to take an active role within the professional community locally and nationally. Be able to communicate effectively with other professionals in sharing information, advice, instruction and professional opinion.

APPENDIX 3

CLINICAL ASSESSMENT COMPETENCES

Graduates must be equipped with appropriate assessment skills. These are fundamental to ensuring quality practice and outcomes.

Level 5

Required Graduate Competences	
Ca1	Ability to make an initial and ongoing assessment of the Service User's problems and suitability for therapy being offered.
Ca2	Ability to establish agreement on the therapeutic work which attends to the needs of the Service User, the skills of the therapist and the time available
Ca3	Ability to recognise own professional limitations, and in collaboration with Service Users and other professionals as appropriate, manage the process of referral during assessment and throughout therapy.
Ca4	Ability to assess the Service User's suitability for technologically mediated therapy.
Ca5	Ability to draw upon knowledge of common mental health problems and symptoms of psychological distress (with due understanding of cultural norms) during assessment and throughout therapy.
Ca6	Ability to understand core issues relating to the role of psychiatric drugs, dependence and withdrawal and the implications these have for clients or patients in therapy.
Ca7	Ability to make initial and ongoing risk assessments regarding Service User's and (or) others' safety, and comply with safeguarding guidance, appropriate to the therapy setting taking into account own limits of competence.
Ca8	Ability to contain Service Users when in crisis by providing information about self-care strategies and making clear arrangements for future meetings or contact.

Level 6

Required Graduate Competences	
Ca9	Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach.
Ca10	Ability to conceptualise, evaluate and take account of a range of mental health problems, symptoms of psychological distress, functioning and coping styles (with due understanding of cultural norms), during assessment and throughout therapy.
Ca11	Ability to devise and use a comprehensive risk assessment strategy.
Ca12	Ability to identify and respond to the impact of the technologically mediated environment on issues of identity and presence, including fantasies and assumptions about the therapist and Service User.

Level 7

Required Graduate Competences	
Ca13	Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach.
Ca14	Ability to conceptualise and (or) formulate ways of working with Service Users with chronic and enduring mental health conditions.
Ca15	Ability to understand the language and discourses around diagnosis, psychopathology and mental disorders.
Ca16	Ability to make complex judgments about ongoing work with high risk Service Users and take appropriate action as needed.

APPENDIX 4

THERAPEUTIC RELATIONSHIP

COMPETENCES

Graduates must be equipped with the ability to develop and manage good quality, effective therapeutic relationships. These skills support positive outcomes for the Service Users. are

Level 5

Required Graduate Competences	
Tr1	Ability to understand the central importance of the role and purpose of the therapeutic relationship within the therapeutic approach.
Tr2	Ability to explore with the Service User and reflect upon the impact that diversity has upon the relationship and the therapeutic process, and use this shared understanding in ongoing work.
Tr3	Ability to reflect on and understand the impact of working with a third party present in the therapy sessions (e.g. as translator, interpreter, signer, carer).
Tr4	Ability to establish and hold appropriate boundaries, creating and maintaining a collaborative relationship rooted in courtesy and respect.
Tr5	Ability to be responsive to the Service User's agenda, focus, therapeutic needs and pace.
Tr6	Ability to recognise, understand and work with issues of power and how these may affect the therapeutic relationship.
Tr7	Ability to explore the Service User's expectations and understanding of therapy and the relationship with the therapist and agree shared understanding of purpose, nature and process of therapy.
Tr8	Ability to be aware of and manage own emotional or physical responses to the Service User.
Tr9	Ability to understand, plan for and manage breaks, holidays and endings.
Tr10	Ability to recognise and respond to difficulties or ruptures in the therapeutic relationship.
Tr11	Ability to make professional arrangements in the event of a sudden or unplanned break or ending and communicate the arrangements to the Service User.

Level 6

Required Graduate Competences	
Tr12	Ability to work with issues of power and authority experienced in the 'unconscious' or 'out of awareness' processes of the client or patient as part of the therapeutic process.
Tr13	Ability to critically reflect on the client's or patient's process to enhance the Service User's self-awareness and understanding of themselves in relationship.
Tr14	Ability to be aware of, and respond to, emotional shifts occurring in each session, with the aim of maintaining a level of emotional engagement appropriate for each circumstance.
Tr15	Ability to actively use own responses to the Service User in a way that is therapeutic and consistent with the theoretical model or approach.
Tr16	Ability to make use of ruptures or impasses in the therapy as opportunities for expanding the understanding of the Service User's subjective experience of their difficulties.
Tr17	Ability to analyse and address difficulties in the immediacy of the therapeutic encounter to find ways to overcome such difficulties.
Tr18	Ability to consider and manage complex issues arising when ending therapy in the light of the client's or patient's previous experience of endings.

Level 7

Required Graduate Competences	
Tr19	Ability to communicate about the harm caused by discriminatory practices and aim to reduce insensitivity to power differentials within therapeutic service provision, training and supervisory contexts.
Tr20	Ability to work therapeutically with ruptures or difficulties within the therapeutic relationship using awareness of and skills associated with 'unconscious' or 'out of awareness' processing.

APPENDIX 5

AWARENESS AND REFLECTION

COMPETENCES

Level 5

Required Graduate Competences	
Ar1	Ability to make use of personal development, self-awareness and supervision to reflect on, learn from and enhance therapeutic practice.
Ar2	Ability to use awareness of self during therapy to enhance the therapeutic process.
Ar3	Ability to reflect on aspects of own identity, culture, values and worldview that have most influenced 'self' and work on own preconceptions and bias.
Ar4	Ability to understand the significance and impact of own identity, culture, language, values and worldview in work with Service Users.
Ar5	Ability to monitor and evaluate fitness to practice, and maintain own self-care and wellbeing.
Ar6	Understand the importance of supervision, with the ability to contract for supervision and use it to address professional and developmental needs.
Ar7	Ability to evaluate learning from supervision and apply to ongoing practice.

Level 6

Required Graduate Competences	
Ar8	Ability to be emotionally prepared for intense and complex work, which requires sustained reflexivity.
Ar9	Ability to work with 'unconscious' and 'out of awareness' processes.
Ar10	Ability to critically challenge own identity, culture, values and worldview.
Ar11	Ability to review and evaluate supervision arrangements and take responsibility for adapting supervision to the evolving and changing requirements of ongoing practice

Level 7

Required Graduate Competences	
Ar12	Ability to evidence reflexivity, self-awareness and the active use of self to work at depth in the therapeutic relationship and throughout the therapeutic process.

APPENDIX 6

CORE SPECIALIST KNOWLEDGE COMPETENCES

Level 5

Required Graduate Competences	
Cs1	Knowledge of and ability to operate within professional, legal and ethical frameworks specific to the speciality.
Cs2	Knowledge of and ability to use assessment approaches tailored to the speciality.
Cs3	Ability to understand the role and purpose of the therapist within the speciality.
Cs4	Ability to understand and work with cultural and inter-cultural factors affecting sex and relationships.
Cs5	Knowledge of and ability to work with single, dual or multiple intimate systems.
Cs6	Ability to demonstrate an advanced understanding of divergent identities including race, gender and sexual orientation and their impacts on relationships.
Cs7	Ability to critically appraise and apply models of specialist therapy, including assessment of comparative outcomes.
Cs8	Ability to critically appraise and appropriately use evidence-based interventions such as CBT within identified specialist therapy models.
Cs9	Ability to apply understanding of the overarching role of relationships for individuals.
Cs10	Ability to work with Service Users to identify, understand and modify dysfunctional interactional behaviour.
Cs11	Ability to understand and apply multi-person based interventions to help individuals with psychological and medical problems.
Cs12	Ability to understand and address the impacts of illness, surgery, medications, and substance misuse on relationships.
Cs13	An understanding of and the ability to apply the theory and practice of therapy from assessment to ending including knowledge of: • model of person and mind • a model of gendered and culturally influenced human development

	a model of human change and ways in which change can be facilitated a model of therapeutic relationship
Cs14	Ability to apply understanding of suicidal behaviours, and (or) self-harming behaviours, to work collaboratively with Service Users.
Cs15	Ability to help the Service User to become aware of recurring patterns in their relationships in order to facilitate therapeutic change.
Cs16	Ability to recognise symptoms of trauma and acknowledge own limitations and level of competence in work with Service Users showing such symptoms.
Cs17	Ability to understand and track the process of change within a core, coherent theoretical framework and adopt a stance as therapist in accordance with it.
Cs18	Ability to reflect upon own identity, culture, values and worldview, and have the capacity to work and communicate authentically in a non-discriminatory and anti-oppressive manner.
Cs19	Ability to acknowledge diversity and explore the impact of discrimination, prejudice and oppression on mental health.
Cs20	Ability to a) recognise when technologically mediated therapy effects a lowering of inhibition in either the Service User and (or) the therapist and b) regulate and understand the impact this has on the therapeutic relationship.
Cs21	Ability to understand the inter-relatedness of psychological and physical illness.
Cs22	Ability to understand the use of audit and evaluation tools to review own counselling work.
Cs23	Ability to understand, assess and apply research evidence to own practice.
Cs24	Ability to communicate clearly, appropriately and using understandable language with Service Users, colleagues and other professionals providing and receiving information which may be complex, sensitive and (or) contentious.

Level 6

Required Graduate Competences	
Cs25	Ability to critically appraise a range of theories underpinning the practice of the speciality.
Cs26	Ability to use specialist audit and evaluation tools to monitor and maintain standards within practice settings.
Cs27	Ability to draw upon and evaluate published research on the speciality therapies, and integrate relevant research findings to enhance practice

Cs28	Ability to demonstrate the capacity, knowledge and understanding of how to select and adapt interventions and (or) approaches to respond to the needs of the Service User.
Cs29	Ability to reflect upon the complex and sometimes contradictory information gained from Service Users and to coherently describe their present difficulties and the potential origins using a clear theoretical model or approach.
Cs30	Ability to recognise and explore with the Service User the assumptions that underpin understanding of identity, culture, values and worldview

Level 7

Required Graduate Competences	
Cs31	Ability to critically appraise the history of relevant psychological ideas, the cultural context, and relevant social and political theories to inform and evaluate ongoing practice.
Cs32	Ability to integrate relevant theory and research in the areas of diversity and equality into clinical practice.
Cs33	Ability to utilise specialist audit and evaluation methodologies to contribute to improving the process and outcomes of therapy.

APPENDIX 5.

PSYCHOSEXUAL COMPETENCES

Graduates of advanced Psychosexual and Relationship Therapy courses must be equipped with a series of specific competences. These reflect specialist knowledge beyond that required for both generic and relationship therapies. Training providers must evidence how graduates achieve and demonstrate these competences. When a course is proposed at Level 6 or 7, providers must also justify how learning outcomes meet relevant indicators.

Required Graduate Competences	
Prt1	Knowledge of and ability to operate within professional, legal and ethical frameworks specific to psychosexual and relationship psychotherapy.
Prt2	Knowledge of and ability to use assessment approaches tailored to psychosexual and relationship therapies.
Prt3	Ability to integrate Psychosexual and Relationship theories and practice into a coherent model for assessment and intervention.
Prt4	Ability to understand the role and purpose of the therapist within psychosexual and relationship psychotherapy.
Prt5	Ability to understand and work with cultural and inter-cultural factors affecting sex and sexual behaviours.
Prt6	Ability to demonstrate an advanced understanding of divergent identities including race, gender and sexual orientation and their impacts on sexual behaviours.
Prt7	Ability to critically appraise and apply models of psychosexual therapy, including assessment of comparative outcomes.
Prt8	Ability to critically appraise and appropriately use evidence-based interventions within identified psychosexual and relationship therapy models.
Prt9	Ability to work with Service Users to identify, understand and address problematic sexual behaviours.
Prt10	Ability to understand and address the impacts of illness, surgery, medications, and substance misuse on sexual function and behaviour.
Prt11	Detailed understanding of biology and neurobiology of sexual function and behaviour.
Prt12	Ability to understand and address the impacts of ageing on sexual function and behaviour.

Prt13	Ability to understand and address the impacts of disability on sexual function and behaviour.
Prt14	Detailed knowledge of and ability to actively participate in the psychosexual healthcare system, including an understanding of agencies and responsibilities.
Prt15	Knowledge of and ability to base assessments and interventions on anatomy and physiology of the human sexual response cycle.
Prt16	Ability to understand and address the impacts of illness, neurodivergence, surgery, medications, and substance misuse on sexual function and behaviours.
Prt17	Ability to assess Service Users within a biopsychosocial framework.



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