



# Family and systemic psychotherapist

## Key information

**Reference:** ST1310

**Version:** 1.1

**Level:** 7

**Typical duration to gateway:** 24 months

**Typical EPA period:** 3 months

**Maximum funding:** £16000

**Route:** Health and science

**Date updated:** 25/10/2024

**Approved for delivery:** 26 September 2024

**EQA provider:** Office for Students

**Example progression routes:**

Operations or departmental manager,  
Senior leader

**Review:** this apprenticeship will be reviewed in accordance with our change request policy.

## End-point assessment plan

1.1

### Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the family and systemic psychotherapist degree-apprenticeship. End-point assessment organisations (EPAOs) must follow this when designing and delivering the EPA.

Family and systemic psychotherapist apprentices, their employers and training provider should read this document.

A degree-apprenticeship awards a degree with the achievement of the apprenticeship. The degree learning outcomes must be aligned with the knowledge, skills and behaviours (KSBs) in the apprenticeship. The degree must be completed, passed and awarded alongside the family and systemic psychotherapist degree-apprenticeship.

The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

A degree-apprenticeship must be delivered by a Higher Education Provider (HEP) that is on the apprenticeship providers and assessment register (APAR). The selected HEP must be the training provider and the EPAO. The apprentice's employer must select a HEP from this register.

If the HEP is using a credit framework, the EPA must contribute to the total credit value, and must be delivered in line with this EPA plan. However, the number of credits devoted to EPA may vary across HEP's. The recommended EPA contribution is 20 of the total credit value.

A full-time family and systemic psychotherapist apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

This EPA should then be completed within an EPA period lasting typically 3 months.

Occupational competence is outlined by the EPA grade descriptors and determined, when assessed in line with this EPA plan, by an independent assessor who is an occupational expert and confirms the overall EPA grade.

This EPA has 2 assessment methods.

Assessment method 1 - presentation with questions and answers:

- fail
- pass
- distinction

Assessment method 2 - professional discussion underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each assessment method is combined to decide the overall degree-apprenticeship grade. The following grades are available for the degree-apprenticeship:

- fail
- pass
- merit
- distinction

## **EPA summary table**

<p><b>On-programme - typically 24 months</b></p>	<p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this degree-apprenticeship's standard</li> <li>• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• compile a portfolio of evidence</li> <li>• work towards all required elements of the family and systemic psychotherapist degree-apprenticeship except undertaking the EPA.</li> </ul> <p>The qualification required is:</p> <p>MSc in Systemic Family Therapy accredited by the Association of Family Therapy and Systemic Practice</p>
<p><b>End-point assessment gateway</b></p>	<p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> <li>• confirm they are ready to take the EPA</li> <li>• have achieved English and mathematics qualifications in line with the apprenticeship funding rules</li> <li>• have completed and passed all required elements of the family and systemic psychotherapist degree-apprenticeship except the EPA</li> </ul> <p>For the professional discussion underpinned by a portfolio of evidence, the apprentice must submit a portfolio of evidence.</p> <p>Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.</p>
<p><b>End-point assessment - typically 3 months</b></p>	<p><b>The grades available for each assessment method are below</b></p> <p>Presentation with questions and answers:</p>

	<ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• distinction</li> </ul> <p><b>Overall EPA and degree-apprenticeship can be graded:</b></p> <ul style="list-style-type: none"> <li>• fail</li> <li>• pass</li> <li>• merit</li> <li>• distinction</li> </ul>
<p><b>Professional recognition</b></p>	<p>This degree-apprenticeship aligns with:</p> <ul style="list-style-type: none"> <li>• Association for Family Therapy and Systemic Practice (AFT) for professional training standards for accreditation at qualifying level in Systemic Psychotherapy</li> </ul> <p>This degree-apprenticeship aligns with:</p> <ul style="list-style-type: none"> <li>• United Kingdom Council for Psychotherapy (UKCP) for full clinical membership as a qualified Systemic Psychotherapist and registration</li> </ul>
<p><b>Re-sits and re-takes</b></p>	<ul style="list-style-type: none"> <li>• re-take and re-sit grade cap: pass</li> <li>• re-sit timeframe: typically 2 months</li> <li>• re-take timeframe: typically 3 months</li> </ul>

### Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 3 months.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

## EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have completed and passed all required elements of the MSc in Systemic Family Therapy accredited by the Association of Family Therapy and Systemic Practice degree-apprenticeship except the EPA
- submit a portfolio of evidence for the professional discussion underpinned by a portfolio of evidence

### **Portfolio of evidence requirements:**

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 15 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include workplace documentation and records for example:

- workplace policies and procedures
- witness statements
- annotated photographs
- anonymised case notes
- anonymised case studies
- risk assessments

This is not a definitive list; other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the discussion. The independent assessor should review the portfolio of evidence to prepare questions for the discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

## Order of assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

## Presentation with questions and answers

### Overview

In the presentation with questions, the apprentice delivers a presentation to an independent assessor on a set subject. The independent assessor must ask questions after the presentation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

### Rationale

This assessment method is being used because:

- it assesses understanding of a subject it assesses knowledge and skills that cannot be directly observed in practice
- it provides the opportunity to use authentic workplace contexts which increases assessment validity in relation to the occupational role
- it allows for the presentation of evidence and testing of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

### Delivery

The presentation with questions and answers must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the presentation with questions.

The presentation must cover:

- demonstration of competency against the KSBs mapped to this method
- an anonymised case study gathered through the apprentice's clinical practice
- a variety of evidence can be incorporated throughout the presentation including video footage with a maximum time of 15 minutes, the apprentice must be in view and identifiable, the video must be continuous and non-edited
- incorporating the following themes:

- systemic assessment and formulation
- therapeutic alliance
- systemic interventions
- clinical governance

The purpose of the presentation is to allow the apprentice to demonstrate their competence against the grading descriptors.

The apprentice must submit any presentation materials to the EPAO by the end of week 2 of the EPA period. The apprentice must notify the EPAO, at that point, of any technical requirements for the presentation.

During the presentation, the apprentice must have access to:

- audio-visual presentation equipment
- flip chart and writing and drawing materials
- computer

The independent assessor must have at least 2 weeks to review any presentation materials, before the presentation is delivered by the apprentice, to allow them to prepare questions. The EPAO must give the apprentice at least 2 weeks' notice of the presentation assessment.

The independent assessor must ask questions after the presentation.

The purpose of the questions is:

- to seek clarification where required
- to assess the level of competence against the grading descriptors
- to assess the KSBs not covered in the presentation

The presentation and questions must last 90 minutes. This will typically include a presentation of 45 minutes and questioning lasting 45 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time of the presentation and questioning by up to 10%. This time is to allow the apprentice to complete their last point or respond to a question if necessary.

The independent assessor must ask at least 8 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.



The independent assessor must make the grading decision. The independent assessor must assess the presentation and answers to questions holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the KSBs demonstrated
- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## Assessment location

The presentation with questions must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. The presentation with questions should take place in a quiet room, free from distractions and influence.

The presentation with questions and answers can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the presentation with questions and answers:

- independent assessor EPA materials which include:
  - training materials
  - administration materials
  - moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer



The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Professional discussion underpinned by a portfolio of evidence

### Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence.

### Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there are a range of potential answers
- it can be conducted remotely, potentially reducing cost

### Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose is to assess the apprentice's competence against the following themes:

- systemic working in professional systems
- research and evaluation
- professional standards

The EPAO must give an apprentice 2 weeks' notice of the professional discussion.

The independent assessor must have at least 2 weeks to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 90 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 16 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

## Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

## Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
  - training materials
  - administration materials

- moderation and standardisation materials
  - guidance materials
  - grading guidance
  - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

## Grading

### Presentation with questions and answers

Fail - does not meet pass criteria

THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>Systemic assessment and formulation <a href="#">K8</a> <a href="#">K9</a> <a href="#">K10</a> <a href="#">K11</a> <a href="#">K13</a> <a href="#">K14</a> <a href="#">K15</a> <a href="#">K16</a> <a href="#">K17</a> <a href="#">K18</a> <a href="#">K22</a> <a href="#">K34</a> <a href="#">S9</a> <a href="#">S10</a> <a href="#">S11</a> <a href="#">S12</a> <a href="#">S13</a> <a href="#">S14</a> <a href="#">S17</a> <a href="#">S18</a></p>	<p>Articulates a systemic formulation and applies theories, research and current evidence based systemic models and approaches that guide how they collaboratively formulate assessments and agreement of the therapeutic plans using co-production (K8, K9, K22, K34, S9, S10, S11, S17).</p> <p>Articulates the information necessary to undertake systemic assessment and how they communicate complex assessment material in oral or written forms (K13, S13).</p> <p>Analyses distress and mental health problems, their presentations, interventions and the impact on relationships using biopsychosocial approaches and other models to identify patterns, adapting therapeutic plans to take account of these factors (K10, K11, K14, K16, S18).</p> <p>Analyses models of human development and human relationships throughout the life cycle of family or relational systems and how they adapt assessments to fit the needs of individuals across the life span (K15, S12).</p> <p>Evaluates the limitations of systemic theories and models that apply to different situations and groups and considers them when making internal or external referrals to other professionals as and when required (K17, K18, S14).</p>	<p>Critically evaluates theories or research that informs systemic assessment (K8, S10).</p> <p>Critically evaluates the methods they use to communicate complex assessment material (S13).</p> <p>Critically evaluates the limitations of the systemic approach they applied to their presented case (K17, S14).</p>

<p>Therapeutic alliance <a href="#">K26</a> <a href="#">K27</a> <a href="#">K28</a> <a href="#">K29</a> <a href="#">S25</a> <a href="#">S26</a> <a href="#">S28</a> <a href="#">S29</a> <a href="#">S30</a> <a href="#">S31</a> <a href="#">B3</a></p>	<p>Evaluates their approach to developing and maintaining therapeutic relationships considering different views and goals and utilising outcome measures or qualitative approaches that underpin and assess a therapeutic alliance and engagement (K26, S25, S26).</p> <p>Explains how they gauge and manage emotions within sessions including their own, so that vulnerable members are supported with dignity, empathy and compassion and are protected in situations of discomfort and tension and important issues can be explored safely (S30, B3).</p> <p>Describes the approaches, actions, and emotional processes of planned or unplanned endings of systemic psychotherapeutic work and how they manage them for the individuals, therapists and systems (K27, K28, S31).</p> <p>Explains how they act in a self and relationally reflexive manner in relation to themselves or others when considering the power and differences in respect to human identity, relationships and experience (K29, S28, S29).</p>	<p>Critically analyses how they manage their emotions to allow them to continue to support vulnerable members when there are situations which may be contentious or distressing (S30).</p> <p>Critically evaluates the effect of power and differences in respect to human identity, relationships and experience (K29, S29).</p>
<p>Systemic interventions <a href="#">K12</a> <a href="#">K19</a> <a href="#">K20</a> <a href="#">K21</a> <a href="#">K23</a> <a href="#">K24</a> <a href="#">K25</a> <a href="#">K30</a> <a href="#">K33</a> <a href="#">S15</a> <a href="#">S16</a> <a href="#">S19</a> <a href="#">S20</a> <a href="#">S21</a> <a href="#">S22</a> <a href="#">S23</a> <a href="#">S24</a> <a href="#">S27</a> <a href="#">S32</a> <a href="#">B1</a></p>	<p>Articulates systemic theories that enable change and how they co-create a context in which change becomes possible (K19, S15).</p> <p>Evaluates different systemic models and techniques which lead to adapting the therapeutic plan to take account of the needs of diverse communities, relationships and individuals life choices in ways which are inclusive and culturally sensitive (K20, K33, S19, B1).</p>	<p>Critically reflects on their anti-discriminatory and anti-oppressive practice in meeting diverse communities and relationships (K20, K30, S19, S32, B1).</p> <p>Critically evaluates the benefits and drawbacks of online systemic psychotherapy (K25, S23).</p>

	<p>Proactively promotes anti-discriminatory and anti-oppressive practice considering diverse family values, structures and close interpersonal relationships (K12, K30, S32).</p> <p>Appraises techniques or interventions they use flexibly and creatively in systemic psychotherapy and how they communicate clinically sensitive information to meet the individuals needs (K21, S20, S22, S27).</p> <p>Articulates the outcome measures and qualitative approaches they use to inform, revise or adjust the therapeutic plan and evaluate practice (K23, K24, S16, S21, S24).</p> <p>Evaluates their choice of digital media they employ to deliver online systemic psychotherapy (K25, S23).</p>	
<p>Clinical governance <a href="#">K4</a> <a href="#">K5</a> <a href="#">K6</a> <a href="#">K7</a> <a href="#">S4</a> <a href="#">S5</a> <a href="#">S6</a> <a href="#">S7</a> <a href="#">S8</a></p>	<p>Analyses the options available which enable choice, decision making and informed consent considering confidentiality and the specific conditions when this should be breached (K4, S4).</p> <p>Evaluates the models of risk assessment and how they work collaboratively to manage ongoing nature of risk (K5, S5).</p> <p>Explains the policies and processes for escalating concerns and how they report concerns around risk, hazards, or harm to self, individuals or others (K7, S6).</p> <p>Follows organisational and national safeguarding policies and guidance on sharing information and confidentiality when dealing with children and vulnerable</p>	<p>Critically analyses the benefits and drawbacks of collaborative working to manage risk (K5, S5).</p> <p>Critically evaluates how they recognise when they need to escalate concerns around risk, hazards and harm to themselves or individuals (K7, S6).</p>

adults in their role as a systemic psychotherapist (K6, S7, S8).
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## Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria



THEME KSBS	PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS	DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS
<p>Systemic working in professional systems <a href="#">K31</a> <a href="#">K32</a> <a href="#">K37</a> <a href="#">K48</a> <a href="#">K49</a> <a href="#">K50</a> <a href="#">K51</a> <a href="#">K52</a> <a href="#">S33</a> <a href="#">S34</a> <a href="#">S44</a> <a href="#">S45</a> <a href="#">S46</a> <a href="#">S47</a> <a href="#">S48</a> <a href="#">S49</a> <a href="#">S50</a> <a href="#">B2</a> <a href="#">B6</a></p>	<p>Articulates how they work in partnership with community groups in tackling the impact of racial, social, and health inequalities on individual, and family wellbeing and promotes social justice, equality, diversity and inclusion in practice or organisations to support individuals to become empowered and reduce marginalisation (K31, K32, S33, S34, B6).</p> <p>Explains how they work collaboratively with professional colleagues using tools or techniques to identify and meet the learning and development needs, setting goals and evaluating learning (K48, S46).</p> <p>Evaluates their application of systemic leadership principles informing and maintaining leadership-follower relationships that are mutually enhancing and how it is applied when working in teams (K50, S44).</p> <p>Articulates the roles and responsibilities of multidisciplinary working, valuing lived experiences and partnership working with colleagues from different disciplines and backgrounds, presenting systemic principles and techniques to individuals and or groups and the effect on service delivery (K51, S48, S49, B2).</p> <p>Evaluates the impact of engaging with others to enhance reflective and reflexive practice in different learning and service settings, considering power within multi-</p>	<p>Critically justifies the tools and techniques chosen when working with professional colleagues to identify learning and development needs, goal setting and evaluating learning (K48, S46).</p> <p>Critiques the leader-follower relationship (S44).</p> <p>Critically analyses the impact of engaging with multi-disciplinary and multi-agency working has had on enhancing reflective and reflexive practice in different learning and service settings (K37, K49, S50).</p>

	<p>disciplinary and multi-agency teams and acting in a self and relationally reflexive manner (K37, K49, K52, S50).</p> <p>Explains how they have provided a systemic psychotherapeutic perspective to colleagues, providing constructive feedback to challenge and overcome barriers to implementation of best systemic practice (S45, S47).</p>	
<p>Research and evaluation <a href="#">K41</a> <a href="#">K42</a> <a href="#">K43</a> <a href="#">K44</a> <a href="#">K45</a> <a href="#">K46</a> <a href="#">S40</a> <a href="#">S41</a> <a href="#">S42</a> <a href="#">S43</a></p>	<p>Analyses different research approaches that draw on specialist systemic tools to collect data, applies quantitative and qualitative research methodologies relevant to the situation and service context to evaluate own practice and enhance service delivery (K41, K45, S41).</p> <p>Evaluates research findings and outcomes from a critical viewpoint and taking an evidence based approach to systemic practice (K42, S40).</p> <p>Evaluates and audits service systemic practice to inform change based on their own research outcomes and supporting the work of others, disseminating clinically relevant findings to individuals or groups in line with the relevant legal, ethical, professional, financial and organisational policies and procedures (K43, K44, K46, S42, S43).</p>	<p>Critically evaluates how they inform change by the use of clinically relevant research and service evaluation findings that impacts the systemic practice (K43, S42, S43).</p>
<p>Professional standards <a href="#">K1</a> <a href="#">K2</a> <a href="#">K3</a> <a href="#">K35</a> <a href="#">K36</a> <a href="#">K38</a> <a href="#">K39</a> <a href="#">K40</a> <a href="#">K47</a> <a href="#">K53</a> <a href="#">K54</a> <a href="#">S1</a> <a href="#">S2</a> <a href="#">S3</a> <a href="#">S35</a></p>	<p>Reflects on their trustworthiness, honesty and integrity in accordance with the Association for Family Therapists (AFT) and UK Council for Counselling and</p>	<p>In depth reflection on feedback that identifies areas of personal strength and learning needs (S37).</p> <p>Critically analyses the benefits to themselves and others of live</p>

S36 S37 S38 S39  
S51 S52 B4 B5

Psychotherapy (UKCP) codes of ethics and practice and national and local clinical governance guidelines and policies (K1, K3, S1, S3, B4).

Explains the statutory and legal frameworks that surround and inform practice contexts and how they adopt a rights-based approach that is open and transparent and puts the best interests of the individuals first (K2, S2, B5).

Appraises theoretically informed approaches to supervision both as a supervisee and as a supervisor and how they develop effective supervision relationships to manage personal connections with work and reflect on changes that could be made (K35, K36, S36).

Outlines their development planning and how their active participation in personal learning applying adult learning theories and how they identify their own needs, seeking or responding to support and feedback (K38, K47, S37).

Reflects on the limits of own personal expertise and skills and where required refer individuals to internal and external professionals (K40, S39).

Evaluates the differences between clinical and management supervision and how they actively engage in systemic supervision and live supervised practice to act on own wellbeing needs when faced with challenging, distressing or abusive behaviour to sustain safe and effective practice (K39, S35, S38).

supervised practice to sustain safe and effective practice (S35).

Justifies the methods they use to handle clinical information, including direct and indirect contacts, how and when they share the information to provide and maintain clear, concise, timely and factual clinical records in accordance with organisational, professional, ethical standards and national and local governance requirements (K53, K54, S51, S52).
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## Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the presentation with questions and answers and professional discussion underpinned by a portfolio of evidence in line with this EPA plan.

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods. To achieve an overall merit, the apprentice must achieve one distinction. To achieve an overall distinction, the apprentice must achieve two distinctions.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

PRESENTATION WITH QUESTIONS AND ANSWERS	PROFESSIONAL DISCUSSION UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Pass	Fail
Pass	Fail	Fail
Fail	Distinction	Fail
Distinction	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

### EPA degree apprenticeship aggregation

The outcome of the EPA must be aggregated with the degree to enable the degree-apprenticeship to be awarded.

Once the overall EPA grade has been determined, aggregation can be achieved in a variety of ways. This will be determined during the creation of the degree-apprenticeship. Examples of how this aggregation can work include:

- each assessment method grade, and therefore the overall EPA grade, can be converted to marks or percentages however these must be an absolute figure and not a range
- alternatively, the overall EPA grade can be used directly

HEPs can explore other ways of aggregating the EPA with the degree outcomes in line with the latest IfATE degree-apprenticeship policy

### Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer’s discretion. The apprentice’s employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 2 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 3 months of the EPA outcome notification.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

## **Roles and responsibilities**

ROLES	RESPONSIBILITIES
Apprentice	<p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> <li>• complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months</li> <li>• complete the required amount of off-the-job training specified by the apprenticeship funding rules as arranged by the employer and training provider</li> <li>• understand the purpose and importance of EPA</li> <li>• prepare for and undertake the EPA including meeting all gateway requirements</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> </ul>
Employer	<p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> <li>• select the EPAO (and therefore training provider)</li> <li>• work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs</li> <li>• arrange and support off-the-job training to be undertaken by the apprentice</li> <li>• decide when the apprentice is working at or above the apprenticeship standard and is ready for EPA</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> <li>• confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner</li> <li>• provide access to any employer-specific documentation as required, for example company policies)</li> <li>• ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs.</li> <li>• ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA</li> <li>• ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place</li> <li>• ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments</li> </ul>



	<ul style="list-style-type: none"> <li>• remain independent from the delivery of the EPA</li> <li>• pass the certificate to the apprentice upon receipt from the EPAO</li> </ul>
EPAO - HEP	<p>As a minimum, the EPAO (HEP) must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• conform to the requirements of this EPA plan and deliver its requirements in a timely manner</li> <li>• conform to the requirements of the external quality assurance provider (EQAP)</li> <li>• understand the degree-apprenticeship, including the apprenticeship standard, EPA plan and funding</li> <li>• make all necessary contractual arrangements, including agreeing the price of the EPA</li> <li>• develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)</li> <li>• maintain and apply a policy for the declaration and management of conflict of interests and independence which ensures, as a minimum, no personal benefit or detriment is received by those delivering the EPA or from the result of an assessment and covers: <ul style="list-style-type: none"> <li>• apprentices</li> <li>• employers</li> <li>• assessors</li> <li>• the HEP's role as a training provider</li> <li>• any other roles involved in delivery or grading of the EPA</li> </ul> </li> <li>• have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of IQA activity for external quality assurance (EQA) purposes</li> <li>• appoint independent, competent and suitably qualified assessors in line with the requirements of this EPA plan</li> <li>• where required to facilitate the EPA, appoint administrators, invigilators and any other roles</li> <li>• deliver induction, initial and on-going training for all assessors, and if used administrators and invigilators and any other roles involved in delivery or grading of the EPA specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required</li> </ul>

- standardise all assessors, before allowing them to deliver EPAs and:
  - when the EPA is updated
  - at least once a year
  - moderate their decisions once EPAs have begun
- develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material)
- maintain and apply a policy for the declaration and management of conflict of interests and independence which ensures, as a minimum, no personal benefit or detriment is received by those delivering the EPA or from the result of an assessment and covers:
  - monitor the performance of all assessors and provide re-training where necessary
  - develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders
  - use language in the development and delivery of the EPA that is appropriate to the level of the degree-apprenticeship
  - arrange for the EPA to take place in a timely manner, in consultation with the employer
  - provide information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA
  - confirm all gateway requirements have been met
  - host and facilitate the EPA or make suitable alternative arrangements
  - maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation, security of materials
  - where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
  - confirm the overall EPA grade
  - arrange the certification of the degree-apprenticeship
  - conduct appeals where required, according to the EPAO's appeals procedure

<p>Training provider - HEP</p>	<p>As a minimum, the training provider (HEP) must:</p> <ul style="list-style-type: none"> <li>• conform to the requirements of the apprenticeship provider and assessment register</li> <li>• ensure procedures are in place to mitigate against any conflict of interest</li> <li>• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as outlined in the apprenticeship standard</li> <li>• deliver training to apprentices as outlined in their learner agreement</li> <li>• monitor the apprentice's progress during any training provider led on-programme learning</li> <li>• ensure the apprentice is prepared for the EPA</li> <li>• advise the employer, upon request, on the apprentice's readiness for EPA</li> <li>• ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan</li> </ul>
<p>Independent assessor</p>	<p>As a minimum, an independent assessor must:</p> <ul style="list-style-type: none"> <li>• be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment</li> <li>• not be employed by the same organisation as the apprentice or drawn from an organisation on IfATE's directory of professional and employer-led bodies that supports external quality assurance.</li> <li>• be current and active in the occupation, for example be sourced from the industry or a professional body</li> <li>• have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation</li> <li>• have authority to represent the professional body where the EPA is acting as the professional body's assessment process (if necessary and permitted in the EPA plan)</li> <li>• have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan</li> <li>• understand the degree-apprenticeship (occupational standard and EPA plan)</li> <li>• attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and</li> </ul>

	<p>at least once a year</p> <ul style="list-style-type: none"> <li>• use language in the delivery of the EPA that is appropriate to the level of the degree-apprenticeship</li> <li>• work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods</li> <li>• conduct the EPA to assess the apprentice against the KSBs and in accordance with the EPA plan</li> <li>• make all final grading decisions on an apprentice's occupational competence in accordance with grading descriptors in this EPA plan</li> <li>• if an assessor panel is used, the independent assessor must chair and make final grading decisions</li> <li>• record and report all assessment outcome decisions for each apprentice</li> <li>• comply with the IQA requirements of the EPAO</li> <li>• comply with external quality assurance (EQA) requirements</li> </ul>
External examiner	<p>As a minimum, the external examiner must:</p> <ul style="list-style-type: none"> <li>• confirm the EPA has been delivered in accordance with the EPA plan</li> <li>• accept, and therefore not change, the EPA grading decisions made by the independent assessor</li> <li>• comply with the requirements of the EPA plan and IfATE policies</li> <li>• comply with the requirements, policies, and procedures of the EQA provider</li> <li>• be independent of the apprentice, and the employing organisation who are involved in delivering the degree-apprenticeship</li> <li>• be independent of the delivery and awarding of the EPA</li> <li>• not have been involved in the teaching or on-programme assessment of the apprentice</li> </ul>

## Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment

- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

## Internal quality assurance

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions.

EPAOs for this EPA must adhere to all requirements within the roles and responsibilities table and:

- appoint independent assessors who also:
  - have relevant experience of the occupation to at least occupational level 7 gained in the last 2 years or significant experience of the occupation or sector
  - have professional body membership with:  
Association for Family and Systemic Practice or United Kingdom Council for Psychotherapy

## Value for money

Affordability of the EPA will be aided by using at least some of the following:

- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

## Professional recognition

This degree-apprenticeship aligns with:

- Association for Family Therapy and Systemic Practice (AFT) for professional training standards for accreditation at qualifying level in Systemic Psychotherapy

This degree-apprenticeship aligns with:

- United Kingdom Council for Psychotherapy (UKCP) for full clinical membership as a qualified Systemic Psychotherapist and registration

## KSB mapping table

KNOWLEDGE	ASSESSMENT METHODS
<p><b>K1</b> The Association of Family Therapists (AFT) and UK Council for Counselling and Psychotherapy (UKCP) codes of ethics and practice.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K2</b> Statutory and legal frameworks that surround and inform practice contexts.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K3</b> National and local clinical governance guidelines and policies.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K4</b> The principles of confidentiality, consent its limits, and the specific conditions when it is appropriate to breach confidentiality.</p>	<p>Presentation with questions and answers</p>
<p><b>K5</b> Models of risk assessment and the practice of ongoing risk management.</p>	<p>Presentation with questions and answers</p>
<p><b>K6</b> Policies and practices needed in relation to safeguarding children and vulnerable adults and the role of the systemic psychotherapist in relation to this.</p>	<p>Presentation with questions and answers</p>
<p><b>K7</b> Policies and processes for reporting and escalating risks, hazards or harms to self, the individuals, or others.</p>	<p>Presentation with questions and answers</p>
<p><b>K8</b> Theories and research that informs systemic assessment.</p>	<p>Presentation with questions and answers</p>
<p><b>K9</b> Current evidence based systemic models of assessment.</p>	<p>Presentation with questions and answers</p>
<p><b>K10</b> Systemic models for determining patterns of distress.</p>	<p>Presentation with questions and answers</p>



<p><b>K11</b> Societal factors that cause, maintain and exacerbate relational distress, physical and mental ill health.</p>	Presentation with questions and answers
<p><b>K12</b> Diverse family values, structures and close interpersonal relationships.</p>	Presentation with questions and answers
<p><b>K13</b> Information necessary to inform a systemic psychotherapeutic assessment.</p>	Presentation with questions and answers
<p><b>K14</b> Mental health problems, their presentations, interventions, and the ways in which they may affect relationships.</p>	Presentation with questions and answers
<p><b>K15</b> Models of human development and human relationships throughout the lifecycle of family and other relational systems.</p>	Presentation with questions and answers
<p><b>K16</b> Biopsychosocial approaches to distress and mental health problems.</p>	Presentation with questions and answers
<p><b>K17</b> Systemic model, theories and their limitations underpinning systemic psychotherapy and their applications to different situations and groups.</p>	Presentation with questions and answers
<p><b>K18</b> Systems and processes for making referrals to internal or external teams or agencies.</p>	Presentation with questions and answers
<p><b>K19</b> Systemic psychotherapeutic theories that enable change.</p>	Presentation with questions and answers
<p><b>K20</b> How different systemic psychotherapeutic models and techniques can be used to meet the needs of diverse communities, relationships and individuals' life choices.</p>	Presentation with questions and answers
<p><b>K21</b> Techniques and interventions used in systemic psychotherapy.</p>	Presentation with questions and answers

<p><b>K22</b> An approach to systemic psychotherapy that is a manualised evidenced based protocol.</p>	Presentation with questions and answers
<p><b>K23</b> When to revise the therapeutic plan.</p>	Presentation with questions and answers
<p><b>K24</b> Outcomes measures and approaches that inform and evaluate practice.</p>	Presentation with questions and answers
<p><b>K25</b> The process of online systemic psychotherapy.</p>	Presentation with questions and answers
<p><b>K26</b> Factors that underpin a therapeutic alliance and engagement.</p>	Presentation with questions and answers
<p><b>K27</b> Models, approaches and actions to be followed for planned and unplanned therapeutic endings.</p>	Presentation with questions and answers
<p><b>K28</b> The therapeutic and emotional processes of ending systemic psychotherapeutic work for individuals, systems and therapists.</p>	Presentation with questions and answers
<p><b>K29</b> The use of self and consideration of power within the therapeutic relationship.</p>	Presentation with questions and answers
<p><b>K30</b> Anti-discriminatory and anti-oppressive practice.</p>	Presentation with questions and answers
<p><b>K31</b> The importance of partnership working with community groups and experts by experience in tackling racial, social and health inequalities.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>K32</b> The influence of health and social inequalities on individual and family wellbeing.</p>	Professional discussion underpinned by a portfolio of evidence

<b>K33</b> Culturally sensitive practices.	Presentation with questions and answers
<b>K34</b> Principles of systemic psychotherapy co-production.	Presentation with questions and answers
<b>K35</b> Theoretically informed approaches to supervision both as a supervisee and as a supervisor.	Professional discussion underpinned by a portfolio of evidence
<b>K36</b> Own role in developing an effective supervision relationship.	Professional discussion underpinned by a portfolio of evidence
<b>K37</b> Principles of reflective and reflexive practice.	Professional discussion underpinned by a portfolio of evidence
<b>K38</b> The process of personal development planning.	Professional discussion underpinned by a portfolio of evidence
<b>K39</b> Differences between clinical and management supervision.	Professional discussion underpinned by a portfolio of evidence
<b>K40</b> The limits of own personal expertise and skills.	Professional discussion underpinned by a portfolio of evidence
<b>K41</b> Quantitative and qualitative research methodologies relevant to the situation and service context.	Professional discussion underpinned by a portfolio of evidence
<b>K42</b> Critical evaluation techniques applied to evidence and practice based research findings.	Professional discussion underpinned by a portfolio of evidence
<b>K43</b> How research is conducted and implemented to inform effectiveness in systemic practice.	Professional discussion underpinned by a portfolio of evidence
<b>K44</b> Legal, ethical, professional, financial and organisational policies and procedures that apply to clinical research activities.	Professional discussion underpinned by a portfolio of evidence

<p><b>K45</b> A range of research approaches that draw on specialist systemic tools to collect data to evaluate own practice as well as to enhance service delivery.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K46</b> How knowledge of evidence-based practice is applied by supporting others in planning audit, evaluation and research of their work.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K47</b> Adult learning theories.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K48</b> The range of tools and techniques that can be used to support learning, set goals and evaluate learning.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K49</b> The impact of engaging with others to enhance reflective and reflexive practice in a range of learning and service settings.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K50</b> Principles of systemic leadership and how this can be applied to working in teams.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K51</b> Principles, roles and responsibilities of multidisciplinary working and their effect on service delivery.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K52</b> The use of self and consideration of power within the multidisciplinary or multi-agency team.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K53</b> Principles of handling clinical information and knowing how and when to share this information.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>
<p><b>K54</b> The importance of providing and maintaining clear, concise, timely and factual clinical records.</p>	<p>Professional discussion underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
<p><b>S1</b> Act in accordance with the Association of Family Therapists (AFT) and UK Council for Counselling and Psychotherapy (UKCP) codes of ethics and practice.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S2</b> Adopt a rights-based approach consistent with national and service standards.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S3</b> Act in accordance with national and local clinical governance, standards and policies.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S4</b> Communicate the range of options to enable choice, decision-making and informed consent.</p>	Presentation with questions and answers
<p><b>S5</b> Work collaboratively to manage the ongoing nature of risk.</p>	Presentation with questions and answers
<p><b>S6</b> Report and escalate concerns around risk, hazards, or harms to self, individuals and others.</p>	Presentation with questions and answers
<p><b>S7</b> Act within organisational and national safeguarding policies and procedures.</p>	Presentation with questions and answers
<p><b>S8</b> Work with individuals to understand safeguarding concerns and effectively communicate safeguarding processes in line with national safeguarding confidentiality and sharing information guidance.</p>	Presentation with questions and answers
<p><b>S9</b> Undertake a detailed and collaborative systemic psychotherapy assessment of the presenting concerns.</p>	Presentation with questions and answers
<p><b>S10</b> Use theories and research findings to inform assessment and formulation.</p>	Presentation with questions and answers

<p><b>S11</b> Collaboratively develop a systemic psychotherapy formulation.</p>	Presentation with questions and answers
<p><b>S12</b> Adapt assessments to fit the needs of individuals across the life span.</p>	Presentation with questions and answers
<p><b>S13</b> Communicate complex assessment material in both oral and written forms as appropriate.</p>	Presentation with questions and answers
<p><b>S14</b> Recognise the limits of a systemic psychotherapy approach and make referrals to internal or external professionals based on need when required.</p>	Presentation with questions and answers
<p><b>S15</b> Co-create a context in which change becomes possible.</p>	Presentation with questions and answers
<p><b>S16</b> Use outcome measures to inform the therapeutic plan.</p>	Presentation with questions and answers
<p><b>S17</b> Collaboratively agree the therapeutic plan.</p>	Presentation with questions and answers
<p><b>S18</b> Adapt the therapeutic plan to take account of emotional distress and mental health difficulties.</p>	Presentation with questions and answers
<p><b>S19</b> Adapt the therapeutic plan to take account of the needs of diverse communities, relationships and individuals life choices.</p>	Presentation with questions and answers
<p><b>S20</b> Deliver systemic psychotherapy.</p>	Presentation with questions and answers
<p><b>S21</b> Revise therapeutic plans as appropriate during the work.</p>	Presentation with questions and answers
<p><b>S22</b> Apply systemic psychotherapeutic interventions with flexibility and creativity, adapting them to meet the individuals needs.</p>	Presentation with questions and answers

<p><b>S23</b> Deliver systemic psychotherapy using a range of digital media.</p>	Presentation with questions and answers
<p><b>S24</b> Use outcomes measures and qualitative approaches and adjust the therapy accordingly.</p>	Presentation with questions and answers
<p><b>S25</b> Use outcome measures and qualitative approaches to assess the therapeutic alliance.</p>	Presentation with questions and answers
<p><b>S26</b> Develop and maintain effective therapeutic relationships even when there are different views and goals.</p>	Presentation with questions and answers
<p><b>S27</b> Communicate clinically sensitive information.</p>	Presentation with questions and answers
<p><b>S28</b> Act in a self and relationally reflexive manner in relation to others.</p>	Presentation with questions and answers
<p><b>S29</b> Attend to power and differences in respect to human identity, relationships, and experience.</p>	Presentation with questions and answers
<p><b>S30</b> Gauge and manage emotions within sessions, including own, so that vulnerable members are protected in situations of discomfort and tension and important issues which may be contentious, or distressing can be explored safely.</p>	Presentation with questions and answers
<p><b>S31</b> Manage planned and unplanned endings of the therapeutic relationship.</p>	Presentation with questions and answers
<p><b>S32</b> Promote anti-discriminatory practices.</p>	Presentation with questions and answers
<p><b>S33</b> Promote equality, diversity and inclusion in practice and organisations.</p>	Professional discussion underpinned by a portfolio of evidence



<p><b>S34</b> Promote social justice by acknowledging and responding to individuals experience of marginalisation.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S35</b> Prepare and actively engage in systemic supervision and live supervised practice to sustain safe and effective practice.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S36</b> Manage personal connections with the work and reflect on changes that could be made.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S37</b> Actively participate in personal learning and identify areas of personal strength and learning needs, seeking and responding to support and feedback.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S38</b> Identify and act on own well-being needs when faced with challenging, distressing, or abusive behaviour.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S39</b> Recognise the limits of own personal expertise and skills and where required refer individuals to internal or external professionals based on the need.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S40</b> Evaluate research evidence and outcomes to take an evidence-based approach to systemic practice.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S41</b> Engage in research activity applying quantitative and qualitative methods within the context of own practice.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S42</b> Evaluate and audit systemic practice through conducting service evaluations to inform change.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S43</b> Disseminate clinically relevant research and service evaluation findings to individuals and or groups.</p>	Professional discussion underpinned by a portfolio of evidence
<p><b>S44</b></p>	Professional discussion underpinned by a

Form and maintain the leadership-follower relationship in ways that are mutually enhancing.	portfolio of evidence
<b>S45</b> Provide a systemic psychotherapeutic perspective to colleagues.	Professional discussion underpinned by a portfolio of evidence
<b>S46</b> Work collaboratively to identify and meet the learning and development needs of professional colleagues.	Professional discussion underpinned by a portfolio of evidence
<b>S47</b> Provide constructive feedback to challenge and overcome barriers to implementation of best systemic psychotherapeutic practice to others.	Professional discussion underpinned by a portfolio of evidence
<b>S48</b> Present systemic psychotherapeutic principles and techniques to individuals and or groups.	Professional discussion underpinned by a portfolio of evidence
<b>S49</b> Develop and sustain collaborative relationships with colleagues from a range of disciplines and backgrounds surrounding the individual.	Professional discussion underpinned by a portfolio of evidence
<b>S50</b> Act in a self and relationally reflexive manner in relation to professional self.	Professional discussion underpinned by a portfolio of evidence
<b>S51</b> Produce and maintain clear, legible and contemporaneous records regarding direct and indirect contacts adhering to organisational, professional and ethical standards.	Professional discussion underpinned by a portfolio of evidence
<b>S52</b> Use clinical record systems in accordance with national and local governance requirements.	Professional discussion underpinned by a portfolio of evidence

BEHAVIOUR	ASSESSMENT METHODS
<b>B1</b> Inclusive and culturally sensitive.	Presentation with questions and answers
<b>B2</b> Value lived experiences and partnership working.	Professional discussion underpinned by a portfolio of evidence
<b>B3</b> Treat individuals with dignity, empathy and compassion.	Presentation with questions and answers
<b>B4</b> Trustworthy, honest and act with integrity.	Professional discussion underpinned by a portfolio of evidence
<b>B5</b> Open and transparent putting best interests of the individual first.	Professional discussion underpinned by a portfolio of evidence
<b>B6</b> Committed to supporting individuals to become empowered.	Professional discussion underpinned by a portfolio of evidence

## Mapping of KSBs to grade themes

### Presentation with questions and answers

KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Systemic assessment and formulation K8 K9 K10 K11 K13 K14 K15 K16 K17 K18 K22 K34 S9 S10 S11 S12 S13 S14 S17 S18</p>	<p>Theories and research that informs systemic assessment. (K8)</p> <p>Current evidence based systemic models of assessment. (K9)</p> <p>Systemic models for determining patterns of distress. (K10)</p> <p>Societal factors that cause, maintain and exacerbate relational distress, physical and mental ill health. (K11)</p> <p>Information necessary to inform a systemic psychotherapeutic assessment. (K13)</p> <p>Mental health problems, their presentations, interventions, and the ways in which they may affect relationships. (K14)</p> <p>Models of human development and human relationships throughout the lifecycle of family and other relational systems. (K15)</p> <p>Biopsychosocial approaches to distress and mental health problems. (K16)</p>	<p>Undertake a detailed and collaborative systemic psychotherapy assessment of the presenting concerns. (S9)</p> <p>Use theories and research findings to inform assessment and formulation. (S10)</p> <p>Collaboratively develop a systemic psychotherapy formulation. (S11)</p> <p>Adapt assessments to fit the needs of individuals across the life span. (S12)</p> <p>Communicate complex assessment material in both oral and written forms as appropriate. (S13)</p> <p>Recognise the limits of a systemic psychotherapy approach and make referrals to internal or external professionals based on need when required. (S14)</p> <p>Collaboratively agree the therapeutic plan. (S17)</p> <p>Adapt the therapeutic plan to take account of emotional distress</p>	<p>None</p>

	<p>Systemic model, theories and their limitations underpinning systemic psychotherapy and their applications to different situations and groups. (K17)</p> <p>Systems and processes for making referrals to internal or external teams or agencies. (K18)</p> <p>An approach to systemic psychotherapy that is a manualised evidenced based protocol. (K22)</p> <p>Principles of systemic psychotherapy co-production. (K34)</p>	<p>and mental health difficulties. (S18)</p>	
<p>Therapeutic alliance K26 K27 K28 K29 S25 S26 S28 S29 S30 S31 B3</p>	<p>Factors that underpin a therapeutic alliance and engagement. (K26)</p> <p>Models, approaches and actions to be followed for planned and unplanned therapeutic endings. (K27)</p> <p>The therapeutic and emotional processes of ending systemic psychotherapeutic work for individuals, systems and therapists. (K28)</p>	<p>Use outcome measures and qualitative approaches to assess the therapeutic alliance. (S25)</p> <p>Develop and maintain effective therapeutic relationships even when there are different views and goals. (S26)</p> <p>Act in a self and relationally reflexive manner in relation to others. (S28)</p>	<p>Treat individuals with dignity, empathy and compassion. (B3)</p>

	<p>The use of self and consideration of power within the therapeutic relationship. (K29)</p>	<p>Attend to power and differences in respect to human identity, relationships, and experience. (S29)</p> <p>Gauge and manage emotions within sessions, including own, so that vulnerable members are protected in situations of discomfort and tension and important issues which may be contentious, or distressing can be explored safely. (S30)</p> <p>Manage planned and unplanned endings of the therapeutic relationship. (S31)</p>	
<p>Systemic interventions K12 K19 K20 K21 K23 K24 K25 K30 K33 S15 S16 S19 S20 S21 S22 S23 S24 S27 S32 B1</p>	<p>Diverse family values, structures and close interpersonal relationships. (K12)</p> <p>Systemic psychotherapeutic theories that enable change. (K19)</p> <p>How different systemic psychotherapeutic models and techniques can be used to meet the needs of diverse communities, relationships and individuals' life choices. (K20)</p>	<p>Co-create a context in which change becomes possible. (S15)</p> <p>Use outcome measures to inform the therapeutic plan. (S16)</p> <p>Adapt the therapeutic plan to take account of the needs of diverse communities, relationships and individuals life choices. (S19)</p> <p>Deliver systemic psychotherapy. (S20)</p>	<p>Inclusive and culturally sensitive. (B1)</p>

	<p>Techniques and interventions used in systemic psychotherapy. (K21)</p> <p>When to revise the therapeutic plan. (K23)</p> <p>Outcomes measures and approaches that inform and evaluate practice. (K24)</p> <p>The process of online systemic psychotherapy. (K25)</p> <p>Anti-discriminatory and anti-oppressive practice. (K30)</p> <p>Culturally sensitive practices. (K33)</p>	<p>Revise therapeutic plans as appropriate during the work. (S21)</p> <p>Apply systemic psychotherapeutic interventions with flexibility and creativity, adapting them to meet the individuals needs. (S22)</p> <p>Deliver systemic psychotherapy using a range of digital media. (S23)</p> <p>Use outcomes measures and qualitative approaches and adjust the therapy accordingly. (S24)</p> <p>Communicate clinically sensitive information. (S27)</p> <p>Promote anti-discriminatory practices. (S32)</p>	
<p>Clinical governance K4 K5 K6 K7 S4 S5 S6 S7 S8</p>	<p>The principles of confidentiality, consent its limits, and the specific conditions when it is appropriate to breach confidentiality. (K4)</p> <p>Models of risk assessment and the practice of ongoing risk management. (K5)</p> <p>Policies and practices needed in</p>	<p>Communicate the range of options to enable choice, decision-making and informed consent. (S4)</p> <p>Work collaboratively to manage the ongoing nature of risk. (S5)</p> <p>Report and escalate concerns around risk, hazards, or harms to self,</p>	<p>None</p>

	<p>relation to safeguarding children and vulnerable adults and the role of the systemic psychotherapist in relation to this. (K6)</p> <p>Policies and processes for reporting and escalating risks, hazards or harms to self, the individuals, or others. (K7)</p>	<p>individuals and others. (S6)</p> <p>Act within organisational and national safeguarding policies and procedures. (S7)</p> <p>Work with individuals to understand safeguarding concerns and effectively communicate safeguarding processes in line with national safeguarding confidentiality and sharing information guidance. (S8)</p>	
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## Professional discussion underpinned by a portfolio of evidence



KSBS GROUPED BY THEME	KNOWLEDGE	SKILLS	BEHAVIOUR
<p>Systemic working in professional systems K31 K32 K37 K48 K49 K50 K51 K52 S33 S34 S44 S45 S46 S47 S48 S49 S50 B2 B6</p>	<p>The importance of partnership working with community groups and experts by experience in tackling racial, social and health inequalities. (K31)</p> <p>The influence of health and social inequalities on individual and family wellbeing. (K32)</p> <p>Principles of reflective and reflexive practice. (K37)</p> <p>The range of tools and techniques that can be used to support learning, set goals and evaluate learning. (K48)</p> <p>The impact of engaging with others to enhance reflective and reflexive practice in a range of learning and service settings. (K49)</p> <p>Principles of systemic leadership and how this can be applied to working in teams. (K50)</p> <p>Principles, roles and responsibilities of multidisciplinary working and their effect on service delivery. (K51)</p>	<p>Promote equality, diversity and inclusion in practice and organisations. (S33)</p> <p>Promote social justice by acknowledging and responding to individuals experience of marginalisation. (S34)</p> <p>Form and maintain the leadership-follower relationship in ways that are mutually enhancing. (S44)</p> <p>Provide a systemic psychotherapeutic perspective to colleagues. (S45)</p> <p>Work collaboratively to identify and meet the learning and development needs of professional colleagues. (S46)</p> <p>Provide constructive feedback to challenge and overcome barriers to implementation of best systemic psychotherapeutic practice to others. (S47)</p> <p>Present systemic psychotherapeutic principles and techniques to</p>	<p>Value lived experiences and partnership working. (B2)</p> <p>Committed to supporting individuals to become empowered. (B6)</p>

	<p>The use of self and consideration of power within the multidisciplinary or multi-agency team. (K52)</p>	<p>individuals and or groups. (S48)</p> <p>Develop and sustain collaborative relationships with colleagues from a range of disciplines and backgrounds surrounding the individual. (S49)</p> <p>Act in a self and relationally reflexive manner in relation to professional self. (S50)</p>	
<p>Research and evaluation K41 K42 K43 K44 K45 K46 S40 S41 S42 S43</p>	<p>Quantitative and qualitative research methodologies relevant to the situation and service context. (K41)</p> <p>Critical evaluation techniques applied to evidence and practice based research findings. (K42)</p> <p>How research is conducted and implemented to inform effectiveness in systemic practice. (K43)</p> <p>Legal, ethical, professional, financial and organisational policies and procedures that apply to clinical research activities. (K44)</p>	<p>Evaluate research evidence and outcomes to take an evidence-based approach to systemic practice. (S40)</p> <p>Engage in research activity applying quantitative and qualitative methods within the context of own practice. (S41)</p> <p>Evaluate and audit systemic practice through conducting service evaluations to inform change. (S42)</p> <p>Disseminate clinically relevant research and service evaluation findings to individuals and or groups. (S43)</p>	<p>None</p>

	<p>A range of research approaches that draw on specialist systemic tools to collect data to evaluate own practice as well as to enhance service delivery. (K45)</p> <p>How knowledge of evidence-based practice is applied by supporting others in planning audit, evaluation and research of their work. (K46)</p>		
<p>Professional standards K1 K2 K3 K35 K36 K38 K39 K40 K47 K53 K54 S1 S2 S3 S35 S36 S37 S38 S39 S51 S52 B4 B5</p>	<p>The Association of Family Therapists (AFT) and UK Council for Counselling and Psychotherapy (UKCP) codes of ethics and practice. (K1)</p> <p>Statutory and legal frameworks that surround and inform practice contexts. (K2)</p> <p>National and local clinical governance guidelines and policies. (K3)</p> <p>Theoretically informed approaches to supervision both as a supervisee and as a supervisor. (K35)</p> <p>Own role in developing an effective supervision relationship. (K36)</p>	<p>Act in accordance with the Association of Family Therapists (AFT) and UK Council for Counselling and Psychotherapy (UKCP) codes of ethics and practice. (S1)</p> <p>Adopt a rights-based approach consistent with national and service standards. (S2)</p> <p>Act in accordance with national and local clinical governance, standards and policies. (S3)</p> <p>Prepare and actively engage in systemic supervision and live supervised practice to sustain safe and effective practice. (S35)</p>	<p>Trustworthy, honest and act with integrity. (B4)</p> <p>Open and transparent putting best interests of the individual first. (B5)</p>

The process of personal development planning. (K38)

Differences between clinical and management supervision. (K39)

The limits of own personal expertise and skills. (K40)

Adult learning theories. (K47)

Principles of handling clinical information and knowing how and when to share this information. (K53)

The importance of providing and maintaining clear, concise, timely and factual clinical records. (K54)

Manage personal connections with the work and reflect on changes that could be made. (S36)

Actively participate in personal learning and identify areas of personal strength and learning needs, seeking and responding to support and feedback. (S37)

Identify and act on own well-being needs when faced with challenging, distressing, or abusive behaviour. (S38)

Recognise the limits of own personal expertise and skills and where required refer individuals to internal or external professionals based on the need. (S39)

Produce and maintain clear, legible and contemporaneous records regarding direct and indirect contacts adhering to organisational, professional and ethical standards. (S51)

Use clinical record systems in accordance with national and local governance requirements. (S52)

## Version log

Version	Change detail	Earliest start date	Latest start date
1.1	End point assessment plan revised, addition of Degree aggregation section to the plan	25/10/2024	Not set
1.0	Approved for delivery	26/09/2024	24/10/2024

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