



NATIONAL
COUNSELLING &
PSYCHOTHERAPY
SOCIETY

Children and Young People's Therapist Register (CYPT)



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The Standards

1. Entry Requirements for CYPT Register

Entry to the CYPT register is via 2 routes. Both routes require that applicants be on the NCPS Accredited Register as a counsellor/psychotherapist.

2. Qualifications Based Route

Requires a specialist qualification in working with CYP, acquired after initial generic counselling training sufficient for entry to our general counselling register. This CYP qualification must:

- 2.1** Be at a minimum of RQF Level 5 or equivalent. Specialist post-qualifying qualifications deemed by the CYPT sub-committee to be equivalent to a minimum of Level 5 can be considered.
- 2.2** Be of a length and depth sufficient for specialist practice.
- 2.3** Contain a supervised placement of a minimum of 50 hours with CYP

3. Portfolio Route

Portfolio route requires a combination of:

- 3.1** Appropriate specialist CYP CPD relevant to the CYP Competencies.
- 3.2** A minimum of 100 supervised client hours with CYP, acquired during and/or subsequent to initial generic counselling training.
- 3.3** Evidence of significant experience in a CYP facing role, e.g. as a therapist, supervisor and/or trainer.

Training must incorporate and be informed by:

- 4.1** Respect for the client's autonomy, cultural differences and rights.
- 4.2** Practitioner awareness of the limits of their level of competence and the vulnerability of the client.

4.3 Awareness of the importance of personal development, supervision and CPD

4.4 The protection of students' and tutors' rights to free speech

Trainees should be enabled to become safe, competent, and ethical practitioners who can:

4.5 Maintain professional boundaries

4.6 Use professional supervision

4.7 Develop skills in ethical decision making

5. Course Content

Training must include a balance of theory and practice and must include an awareness of:

5.1 Legal Implications and Considerations

5.1.1 Confidentiality, Capacity and Consent – to include a detailed exploration of the basis on which CYP can access counselling autonomously and to include counselling in the context of looked-after CYP and adoptees

5.1.2 Parental rights vs Child or Young Person's rights

5.1.3 Participation/contracting – to include having an awareness of the barriers for CYP accessing to counselling

5.1.4 Child protection and safeguarding – to include awareness of all forms of abuse and exploitation

5.1.5 Special Educational Needs and Disabilities (SEND) – to include capacity and consent and contraindications for counselling

5.1.6 Data Protection (GDPR) and record keeping

5.1.7 Equality, Diversity and Culture – to include sexual and gender identity issues

5.1.8 Disclosure and barring service (DBS) checks

5.1.9 Pre-trial therapy

5.2 Therapeutic Models, Approaches and Specialist Skills

5.2.1 Application of the Humanistic counselling modality and other relevant therapy models for CYP

5.2.2 The referral process

5.2.3 Social media influences

5.3 Child and Adolescent Development and Transitions

5.3.1 Child and adolescent development – to include emotional and cognitive development

5.3.2 Attachment theory and child and adolescent development – to include trauma informed practice and knowledge of Adverse Childhood Events (ACEs)

5.3.3 Influence of parent/carer and an awareness of family dynamics / structures

5.3.4 Importance of creative expressive practices

5.3.5 Family development

5.3.6 Grief and Loss during childhood – Incorporating up to date models

5.4 Child and Adolescent Mental Health Conditions

5.4.1 Well-being and emotional resilience

5.4.2 Awareness of CYP mental health problems and disorders

5.4.3 Psychopharmacology

5.5 Assessment, Evaluation and Measured Outcomes

5.5.1 Fundamental principles of the counselling assessment and use of assessment tools and measures.

5.5.2 Ability to conduct initial and emerging assessments and ongoing risk assessments

5.5.3 Assessing the child/young person's presenting issues in therapy – to include working with ruptures, conflicts and other disruptive influences on the therapeutic alliance

5.5.4 Supervision – to include consultative support on establishing and maintaining appropriate professional boundaries both age appropriate for the CYP and third parties e.g. other professionals, parents.

5.6 Working in various settings, with awareness of boundary conflicts and differing professional discourses, such as in:

5.6.1 Schools

5.6.2 Voluntary and/or community contexts

5.6.3 Multi-agency /agency settings – to include knowledge and competency to share information between different agencies and stakeholders

5.6.4 Private practice

5.6.5 Working online

5.6.6 Working with groups

6. Teaching, Learning and Contact Hours

The number, qualifications and availability of teaching staff must be sufficient to ensure that trainees are enabled to become competent, ethically sound CYP Therapists.

7. Assessment

Trainees must be regularly assessed in terms of their:

7.1 Theoretical, practical, and legal knowledge

7.2 Competence to work with CYP in an ethically sound manner

7.3 Ability to manage the therapeutic process and its effects on both client and therapist

7.4 Appropriate Assessment Criteria must be published and made available

A suitable qualified verifier must be involved in monitoring assessments. Procedures must be in place to suspend and support trainees found to be incompetent, incapable or ethically unsound.

8. Supervised Practice/Placement

Trainees should gain at least 50 hours of clinical experience with CYP clients in a formally supervised placement.

Training providers must satisfy themselves that trainees are ready for work with real clients in placement and that there is an appropriate written agreement with the agency in place. It must be made explicit where the clinical responsibility for the client work is held. Private practice or an arrangement whereby students find their own clients is not acceptable unless the trainee has already had significant experience of working in a school, college or other relevant setting offering counselling to children. Should a trainee wish to fulfil the supervised practice requirements via their private practice, experienced supervision must be in place and the trainee, supervisor and training provider must confirm that the trainee is adhering to ethical working with particular reference to working within their area of competence.

Placements must be integral to the training, and examples of client work must be taken to the course for assessment.

Any associated costs for placement work must be made clear by the training provider, placement organiser and/or placement supervisor.

9. Ethics and Policies

Training providers must have in place and publish:

9.1 A satisfactory Complaints Procedure

A suitable Independent Complaints Reviewer (ICR) must be in place to support any requests made to review a complaint. An ICR would be defined as someone who was not otherwise directly associated with the trainer (not a tutor, lecturer, employee or business owner) but whom the trainer could compensate for their duties.

9.2 A satisfactory Equality/Diversity Policy

It is highly recommended that students engage in personal therapy to support them during this training.

Further information to support CYPT training standards criteria can be found at:

[CYP Competency Framework](#)

[Good Practice Guides](#)

If you have any questions about this guidance, please email standards@ncps.com



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