

Post-Qualifying Diploma in Counselling CYP Frequently Asked Questions (FAQs)

How do I apply?

You can download the Application form and the Referee form from the bottom of this web page. Please email the completed Application form to the email address on the form. Please also send the Referee form to two appropriate professional referees, one of whom needs to be your clinical Supervisor.

Alternatively, if you have any questions at all, do not hesitate to contact Lisa Nel by emailing her at lisa@imokyoureok.co.uk or by calling 07810 441 896.

Will I be interviewed?

Yes. An interview will be arranged at a mutually convenient time, following receipt of your completed Application form, evidencing all the criteria for access to the training. Due to time and geography, interviews mostly take place via Skype or FaceTime. However, if these are unavailable, a suitable alternative will be found.

How do the different payment options work?

The total course fee varies slightly according to location, venue hire and other overheads. For 2021-2022, the Bath course cost remains the same as last year:

£1650

Or

£1700 in ten x monthly instalments

How big will the group be?

The maximum group size is 16 participants.

Do I need to be counselling under-16s at the start of the training?

As a competences training, it is highly advisable to have a placement during the course, as this enables you to apply theory to practice, as you go. Many people undertaking the Diploma will already be working with under-18s. However, some people may also prefer to wait until the second term to start a placement, which is absolutely fine.

All participants will need to have completed a minimum of 50 hours over 6 months of supervised client work with under-16s, in order to undertake the Viva Voce Assessment (which takes place after the end of the year's taught course).

Will I need to change my Supervisor?

If you are currently supervised by a Supervisor with relevant experience of supervising under-16 client work, then no. However, if you are not, then this is advisable during the course and essential for the Viva Voce assessment and Supervisor's Report.

Do I need to be in personal therapy during the training?

Not unless you have never undertaken personal therapy before. Occasionally, basic Diploma training did not require personal therapy. In this instance, we would discuss completing a minimum of 30 hours as a necessary requirement for successful completion of this training.

Otherwise, as for all qualified, practising therapists, it is important to have therapy as available. Like in all therapy training, content themes, group participation and the assessment processes, may at any point trigger material from our own personal history. Having the option to 'take it to therapy' supports our own personal processing, well-being and development and ethical good practice in the best interests of our clients.

What does a typical training weekend look like?

Example of Weekend 8: working with risk

Each day includes 6 hours' training, plus lunch and two shorter breaks, the length of which are negotiated by each group, along with start times. The training style is inclusive, engaging and clearly structured. Flexibility and responsiveness to individual and group needs are always retained as central to the process.

Information is shared in different ways: PowerPoint, online video material and various written resources etc. Learning takes place through discussion, exploration and experiential activities - in the whole group, in pairs and in small groups. Interventions are shared by the tutor and within the group and sometimes undertaken/experienced directly. Where relevant and possible, a safe opportunity to connect at a personal level with a theme is provided e.g. when exploring eating disorders and body image, participants speak in pairs about 'How I feel about my own body'. When exploring 'loss' or 'youth culture', time is taken to reconnect with our own childhood experiences. These 'live' and contactful training experiences are what cannot be replaced by online learning or by reading alone.

These two days include:

- **Introduction** to the weekend's theme: group discussion around general points arising around working with risk (also enabling the tutor to gauge people's knowledge, experience and learning needs).
- **What is risk?** A sliding scale: what presenting issues involving risk do we need to consider?
- **Risk assessment** – what it involves, how we may use it and what are the implications?
- **5 areas of focus:** working therapeutically with self-harm, suicidality, eating disorders, substance misuse and harmful sexual behaviours. Since there is insufficient time to fully explore each theme, contact time is more about quality than quantity; teasing out key and common points from each area. However, additional research, articles and resources are posted and accessible online in a secure digital 'BOX.'
- **Use of supervision for safe practice.**
- **When to refer on?** Working within our level of competency. Ethical dilemmas.
- **Brief Q&A of the essay title** linked to this theme.

Is the 'Reflective Learning Journal' a personal diary or a learning log?

Neither and both... as this digital record is designed to enable you to consolidate the whole experience of training weekends, through recording *both* the personal impact of the learning sessions *and* the key professional insights which you have taken away. Contact weekends are often intense, containing many ideas, feelings and activities. The learning can quickly fade and become lost in the

busy-ness of life, so this is a powerful way to consolidate key insights of personal as well as professional clarity and record these for future reference. Detailed guidance on how to complete this will be provided in the Training Handbook provided in weekend 1.

What is the purpose of writing two academic essays?

The essays are intended to help stimulate wider independent reading, research and reflection in each half of the training. This process supports the discovery of more of the excellent texts and articles available and stimulates greater clarification and deepening of the clinical governance underlying client practice. The process is supported through group Q&A sessions, draft essay feedback and tutorials if requested. There is also extensive guidance on essay writing in the Training Handbook. Passing an essay at academic level 7 is a learning skill in itself and personal achievement.

What is involved in the Viva Assessment?

The Viva Voce (Viva) is a 40/45-minute face to face assessment. Due to the geography of delivery and diverse locations of both students and tutors, the Viva may be assessed 'live' online, using either Skype or Facetime. Support and further guidance for the confident and successful undertaking of the Viva will be given during the course of the training.

Details:

- arranged for a time following the end of the taught course and within one year of the final course weekend
- conducted by your Tutor and one other assessor
- based upon one case study from actual under-16 client work
- no audio or video recording of client work is required
- starts with a presentation of your work with this client (15-20 minutes) followed by questions from the examiners (20-25 minutes). These will be based upon specific aspects of the case but may also include any relevant knowledge and understanding from the 9 weekend training themes
- you will not be expected to cite the law or any theorists
- you will be expected to demonstrate a sound understanding of what is needed for safe and effective therapeutic practice with under-16s
- you will need to have supplied a current, appropriate Supervisor's Report just prior to Viva and the assessors may also include questions based upon this report

You will be told of the result within 7 days. Any referrals will receive written feedback to support a re-take. This needs to be based on the presentation of a different client and still arranged within the 12-month period following the end of the taught course. Like essays, a Viva re-take will incur an additional cost, due to the additional tutor time involved. However, while essays may be re-submitted twice, due to time restrictions, there would be just one opportunity to re-take the Viva.

Is this Diploma an academic 'Level 7 qualification'?

No. This is Continuing Professional Development – albeit to a very high standard of proficiency.

The training is run under the **Quality Licence Training scheme (QLS)** awarded to trainers whose courses qualify for this status with **ABC and Certa Awards**. Meeting the criteria to run training under a QLS licence involves meeting rigorous standards as a training organisation and an annual audit of all training courses, materials, delivery and assessment.

As a *professional competences training*, rather than an academic qualification, the focus is upon deepening skills and knowledge to meet essential BACP Stage 2 & 3 professional CYP competences for good practice with under-18s. Knowledge and understanding come through the training weekends but are deepened through wider independent reading and reflection. The best way to assess this is through essay writing and the essays are rigorously assessed and externally moderated at QLS Level 7*, which is equivalent to writing at Masters level.

At a job interview, with this Diploma, you can say that you have studied to QLS Level 7* (For information about what QLS means, please see below). In terms of the National Qualifications Framework (Ofqual), just like a P.G.C.E., as a professional training, this cannot provide you with automatic access to a further higher academic qualification such as a Masters or a PhD.

Please also see participant comments on the web-page! Course graduates would vouch for the fact that the essay writing element is a highly-supported and formative process, facilitating the development (or maintenance) of robust academic writing skills. This means that should you decide to undertake further post-graduate academic study in the future, this training experience would boost your confidence to apply!

What is the Quality Licence Training Scheme?

The Skills and Education Group is a leading national awarding organisation which develops diverse, high-quality vocational qualifications for all ages and abilities post-14.

<https://www.skillsandeducationgroup.co.uk/>

They endorse this training under their Quality Licence Training Scheme. For further information see:

<https://qualitylicencescheme.co.uk/>