

# 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](mailto: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. So the following is a guide to illustrate the different payment options without individual venue figures. To find out the course fee at the centre where you will be applying, please contact I'm OK, You're OK.

Having been offered a place, a deposit of 10% secures your place. There are then two payment options for the remainder of the course fee:

- A) 10% deposit + remaining 90% in one payment
- B) 10% deposit + 10 x instalments over the academic year (this option incurs a small extra charge)

## How big will the group be?

The maximum group size is 16 participants.

## Do I need to be counselling under-16s during the training?

No. Although most people will already be working with this age group, some practitioners may either be counselling young people 16+ or prefer to complete the taught section before beginning client work with under-16s. The element of the 2 essays which says to: "Illustrate with brief examples of counselling children and/or young people" may in this instance be answered hypothetically from reading, research and reflection.

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..

## 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?**

No, unless you have never undertaken personal therapy because your basic Diploma training did not require it. In this instance, we would discuss this as a necessary requirement for successful completion of this training.

Otherwise, as for all qualified, practising therapists, it is important to have therapy as an available possibility. 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, 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 the 2 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 Voce 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 a Level 7 'Qualification'?**

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

As a *professional competences training*, rather than an academic qualification, our focus is upon deepening skills and knowledge to meet the BACP professional 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. These essays are rigorously assessed and externally moderated at academic Level 7.

However, at a job interview, with this Diploma you can legitimately say that you have studied to QLS Level 7\* (for information about QLS, see below). In terms of the Qualifications Framework (Ofqual), like a P.G.C.E., as a professional training, this would therefore not provide you with automatic access to a further higher academic qualification such as a Masters or a PhD.

But please have a look at participant comments on the web-page! Course graduates would vouch for the fact that the essay writing element is a well-supported formative process, facilitating the development (or maintenance) of robust advanced 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 and ability to apply 😊.

## What is the Quality Licence Training Scheme?



This training is run under the [Quality Licence Training Scheme](#) through the [Skills and Education Group](#).

Over many years, they have developed a reputation for providing high-quality qualifications and assessments for the education and skills sector. Their knowledge and experience of working within the awarding sector enables them to work with independent training providers, to support them in delivering high-quality courses and training programmes for the non-regulated market.