

# 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 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.

If you have any questions at all, do not hesitate to contact Lisa Nel 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 + 9 x instalments (this option incurs a small extra charge)

## How big will the group be?

The maximum group size is 16 participants. The 2018-19 group is 14 people.

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

No. Although most participants *are* already working with under-16s, sometimes people may either be counselling clients aged 16+ or prefer to complete the taught section before beginning client work with under-16s. The element of the 2 essays which requires you to: "Illustrate with brief examples of counselling children and/or young people" may be answered hypothetically from reading, research and reflection.

However, ALL participants will need to have completed a minimum of 50 hours supervised client hours with under-16s, in order to undertake the final Viva Voce Assessment part of the qualification. This can be completed up to one year after the taught part of the training.

## 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, it is part of ethical good practice to be working with a Supervisor experienced with the particular client age-group you are supporting. So, from the time you start

practicing with 11-18 year olds or with under-11s, this is a requirement 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 the training.

However, as for all qualified, practising therapists, it is important to be able to access therapy at any point. As therapeutic training, the course content themes, group participation and the assessment processes, may at any point trigger material from our own personal history. So, having the option to 'take it to therapy' supports our processing, well-being and development alongside 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,

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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 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 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.

## QUALITY LICENCE SCHEME **Is this Diploma a Level 7 Qualification?**

ABC Awards & Certa Awards

In the absence of any available regulated qualification\* in the **competences for counselling children and young people under-18**, this course has been specifically designed by **I'm OK, You're OK You're OK Counselling and Training Ltd.** to offer CPD training to qualified and nearly qualified (trainee) counsellors to acquire the **competences for counselling children and young people under-18**, which are now required by the main professional counselling and psychotherapy bodies for ethical good practice with this age group.

**At the end of this course successful learners will receive a Certificate of Achievement from ABC Awards and Certa Awards showing the course title: Diploma in Counselling Children and Young People, and a detailed Learner Unit Summary of the course content.**

**I'm OK, You're OK You're OK Counselling and Training Ltd.** has been endorsed as a training provider by ABC Awards & Certa Awards under their quality licence scheme. Endorsement involves a robust and rigorous annual quality audit by external auditors to ensure quality of training is continually met. A review of courses is carried out as part of the endorsement process.

Although the completion of this course alone does not lead to a regulated qualification\* it may be used as evidence of knowledge and skills gained. The Learner Unit Summary may be used as evidence towards Recognition of Prior Learning if you wish to progress your studies in this subject. To this end **the learning outcomes of the course have been benchmarked at Level 7** against level descriptors published by Ofqual, to indicate the depth of study and level of demand/complexity involved in successful completion by the learner.

ABC Awards and Certa Awards have long-established reputations for providing high quality vocational qualifications across a wide range of industries. For further information, see their website at: <https://www.abcawards.co.uk/>

**\*Regulated qualification refers to those qualifications that are regulated by Ofqual / CCEA / Qualification Wales**

## **How and why is the training assessed at Level 7?**

Essays are rigorously assessed at academic Level 7, which is the equivalent of writing at Masters level. However, as a professional, rather than an academic qualification, it is more closely likened to a P.G.C.E. (teacher training year after an academic degree) for therapists!

The focus of a professional competences training is upon deepening understanding and knowledge to enhance professional skills to meet the BACP professional competences for good practice. Knowledge and understanding come through the training weekends is deepened through wider independent reading and reflection. **Writing at L7 help to focus reading and deepen clinical governance for good practice.**

With this training you can legitimately say at interview, that you have studied to academic Level 7. However, in terms of the Qualifications Framework (Ofqual), as this is a professional training (similar to a P.G.C.E.), while it would strongly support your application, it would not provide you with *automatic* access to a further higher academic qualification such as a Masters or a PhD. Worth having a look at previous participant comments on the web-page about this aspect of the training! 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!