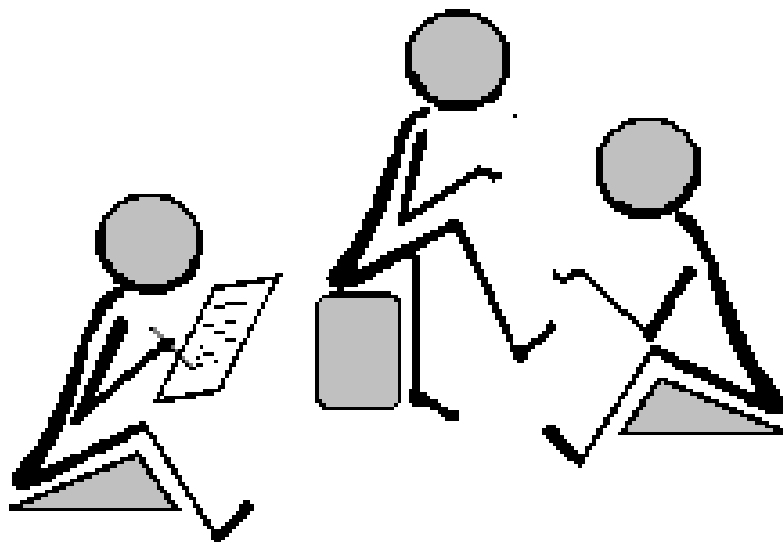




# COUNSELLING TRAINING IN FURTHER EDUCATION

# THE COMPLETE GUIDE



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## Who is CSCT?

CSCT has 30 years experience of creating, administering and supporting counselling training courses within the Further and Adult Education sector. CSCT courses have also been supplied to Eire, France, Gibraltar, the Netherlands and India. CSCT writes counselling training programmes for tutors and trainees that match the specifications for awarding bodies' qualifications, approved by the Qualification and Curriculum Authority (QCA). CSCT is *not* an awarding body. Colleges who use CSCT materials can offer trainees a CSCT guide, which contains a session-by-session guide on aspects and theory covered on the course, recommended reading list, as well as points for reflection and discussion to facilitate trainees' learning. It is therefore an excellent complement to the delivery of the course, and can enhance and support your learning.

## Aims of this brochure

We often get queries from potential students who want to find out more about counselling courses and where they can study. Due to the vast range of courses available in counselling training within the Further, Higher and private education sector, there is often some confusion about the differences and uncertainty on how to proceed.

We have provided this brochure to answer as many of your questions as possible, so that you can enter counselling training, if you decide to do so, from an informed position. As we are a counselling training provider within Further Education, the courses described in this brochure are all FE qualifications. Please note that although we aim at providing you with the necessary information, this brochure does not substitute going to a careers advisor, speaking to a counselling tutor at a college, and anyone else who might advise you on embarking on a career in counselling.

**Contents in this brochure are, to our knowledge,  
correct at the time of going to print.**

## CONTENTS

INTRODUCTION .....	4
EVERYTHING YOU NEED TO KNOW ABOUT COUNSELLING TRAINING IN FURTHER EDUCATION .....	5
FE COUNSELLING TRAINING ORGANISATIONAL STRUCTURE.....	18
COUNSELLING COURSE DESCRIPTIONS 2010-2011.....	19
PROGRESSION ROUTES .....	33
RECOMMENDED READING.....	34
CONTACTS - PROFESSIONAL ASSOCIATIONS .....	34
ACRONYMS .....	35

## INTRODUCTION

Dear Enquirer

Thank you for your interest in CSCT's quality counselling programmes. Our organisation has a proven track record of creating counselling training materials, with a highly skilled team of experienced counselling trainers producing fully comprehensive tutor and trainee manuals. They are committed to providing high quality training programmes that reflect current thinking and research in the field and meet the changing needs of the counselling profession. Over the past two decades CSCT have trained over 50,000 students and fully understand the demands and needs of counselling training.

We have prepared this brochure to provide you with the necessary information about counselling training in general, as well as the different FE counselling courses, assessment requirements, the level they are matched to and other details. The courses are grouped by national awarding body – these are organisations authorised by the Qualifications and Curriculum Authority (QCA) to award counselling qualifications. CSCT currently writes counselling materials to the specifications provided by the following awarding bodies:

**Assessment and Qualifications Alliance (AQA)**

[www.aqa.org.uk](http://www.aqa.org.uk)

**Counselling and Psychotherapy Central Awarding Body (CPCAB)**

[www.cpcab.com](http://www.cpcab.com)

You can find out more about these organisations at their respective websites.

The academic year 2010-2011 saw the change to the Qualifications and Credit Framework (QCF). All new Vocationally Related Qualifications now meet standard criteria for assessment and learning outcomes – and all are matched to specified levels on the Qualifications and Credit Framework (QCF), i.e., Level 2 and Level 3. What this means is that we offer similar courses at each level from different awarding bodies, although you will notice that course length and assessment requirements can vary between one organisation and the other. Your choice of course and counselling training route may also depend on the availability of training in your region.

**Good luck with your studies, from all at CSCT.**

# EVERYTHING YOU NEED TO KNOW ABOUT COUNSELLING TRAINING IN FURTHER EDUCATION

## SOME BASIC FACTS

### What is counselling?

Counselling is an established profession in which a trained counsellor seeks to enable a client to understand and learn to deal with a wide variety of issues in their life. These could be current problems, immediate crisis, or long-term difficulties. It is different from teaching, caring and advice giving, and requires a particular kind of training. Counselling takes place in a confidential setting and is a contracted, professional relationship, which is based on ethical principles such as respect, and which can take place face-to-face, by telephone, or online. It varies from short or long-term, i.e., 6-12 sessions, to a year or more. Counselling can be with an individual, a couple, or in a group (family and non-related groups). The frequency of counselling may vary, but generally, it is offered once a week.

It is also possible to learn to use counselling skills in other kinds of work, without seeking to become a professional counsellor.

### What does a counsellor do?

A counsellor usually meets with a client/patient either within the context of an agency (e.g. addiction counselling, bereavement counselling), the NHS (e.g. in a surgery), in a corporate environment (e.g. Employee Assistance Programme), in education, prisons or privately. The client usually brings a 'problem' such as stress, depression, anxiety, addiction, relationship difficulties, a general sense of unhappiness and many more reasons. Through listening, establishing a good relationship, and asking particular questions, the counsellor will aim to help the client understand and resolve or better deal with their difficulties, by encouraging the client to explore these difficulties and possible resolutions. A counsellor usually abides by ethical guidelines and encourages the client's autonomy. There is a whole range of theoretical approaches to counselling, and each form the basis of a particular focus in terms of training and techniques used by the counsellor. For example, a cognitive-behavioural counsellor works in a more directive way (giving the client homework) than a Rogerian counsellor. Although there are differences between the approaches, essentially it is the therapeutic relationship that is most important to the process. Also many more therapists now work in an integrative way, and the delineation between the approaches is not always clear-cut.

### How is a counsellor trained?

A good basic counselling training will be a mixture of:

- Theoretical learning through lectures, discussions, reading and reflection.
- Practical learning through applying skills in small groups, for example, triad counselling skills practice.

- Experiential learning through group and small group exercises to increase self-awareness and awareness of others and our patterns of relating to others.

These can be summarised as the theory, practice and self-development aspects of counselling training. At diploma level, there is an additional element of personal counselling and supervised client work experience.

#### **How long will it take to become a counsellor?**

It will take an average of four years to qualify as a counsellor. However, this varies depending on which route you take and on how a college has scheduled their courses.

#### **Can I do a full-time course?**

Most counselling courses are part-time to fit in with trainees' working lives, as well as allowing for sufficient time for personal development, which is an important part of counselling training. It generally involves a few hours a week plus some weekends. You need to add time for study, and on the diploma, for personal counselling, and client and supervision hours. Apart from the actual hours involved, counselling training can be emotionally taxing, and therefore a strong commitment is needed and where possible time needs to be created to allow for sufficient time and space in your life to fulfil the demands of the course.

#### **Are there any counselling home study courses?**

Most counselling training is offered face-to-face. There are however, some counselling courses offered as "distance" courses. If you are considering doing a home study course, you need to carefully consider how much face-to-face counselling and tutoring is involved (if at all) and how rigorous the training is and its implications for practice and employment. Many aspects involved in face-to-face counselling cannot be learnt exclusively through individual studying from home. Therefore it could be suitable if you want to do an introduction or short taster course, or just want to know more about what is involved in counselling training. More rigorous distance training would ideally involve some individual/group tutorials through online chat facility or face-to-face.

#### **What is the difference between counselling skills and counselling?**

*Counselling skills* refer to the listening and responding skills used in counselling as well as at work, in social situations, family and close relationships and include empathy, showing understanding, and acknowledging the other person. Although counselling skills can apply to many different contexts the main difference to counselling is that the person using counselling skills is still perceived within their work role, such as nurse, teacher, manager etc.

In *counselling* there is a contract between the counsellor and client that specifies what the client is hoping to gain from the counselling and how often and for how long they are planning to meet (usually once a week). The counsellor makes use of counselling skills as part of the counselling process, which is based on building a therapeutic relationship, and which involves other techniques that would not necessarily be used in other contexts.

## ELIGIBILITY

### **What sort of personal qualities are desirable as a counselling trainee?**

Trainees need to demonstrate evidence of the following qualities, or the potential for developing them:

- Self-awareness, maturity and stability.
- Ability to make use of and reflect upon life experience.
- Capacity to cope with the emotional demands of counselling training.
- Ability to cope with the intellectual and academic requirements.
- Ability to form a helping relationship.
- Ability to be self-reflective and use both positive and negative feedback.
- Awareness of the nature of prejudice and oppression.

### **Is there a minimum age to be eligible for counselling training?**

Most FE centres will accept trainees over eighteen years of age for level 2 courses, and nineteen years for level 3 (although some centres may recommend a minimum age of 25 years). Due to the nature of counselling and counselling training, it is essential that an applicant has got the required maturity and life experience to undertake counselling training.

### **I have some experience/training already; can this be taken into account?**

This is something you need to check with the college you apply to. You can request an assessment of prior learning (APL) or accreditation of prior experiential learning (APEL).

## COURSES

### **What are the routes into counselling training?**

There are various routes into counselling training ranging from Further Education (non-graduate) to Higher Education (Graduate and Post-graduate) and private institutions. If you have no formal qualifications you are most likely to enter into counselling training through the Further Education sector. This means that even if you haven't got an academic background, you can still access counselling training.

### **What is the Qualifications and Credit Framework and what are the levels equivalent to?**

The levels on the Qualifications and Credit Framework (QCF) have been established by the Qualifications Curriculum Authority to create nationally recognised standards of achievement within Further Education. Counselling qualifications begin at Level 2 (broadly equivalent to GCSE), followed by Level 3 (equivalent to 'A' level). Level 4 onwards is equivalent to higher education.

### **What courses can I apply for?**

For a detailed description of courses across some awarding bodies within FE please refer to '*Counselling Course Descriptions*' in this brochure.

### **Which approach of counselling should I study?**

This is entirely up to you. There is a vast range of different approaches available. Some of the main ones are Psychodynamic, Humanistic, and Cognitive-behavioural. The level 2 courses may give you an opportunity to explore some of these so that you can make an informed choice at the diploma level. You can also read up on the different approaches to identify what type of approach appeals to you and suits your personality.

### **Which approach works best?**

This is an ongoing debate and is not yet resolved. As it stands, cognitive-behavioural counselling is favoured within the NHS, as it has more demonstrable research findings of its efficacy. However, more research is needed on other approaches, and this may change the current view. Other research also suggests that it is less the approach (i.e. theoretical orientation) than the therapeutic relationship (between counsellor and client) that matters in terms of therapeutic outcome.

### **What is skills practice?**

This involves taking turns to act as counsellor, client and observer to gain experience of using the skills of counselling and getting feedback from fellow trainees. A counselling tutor may demonstrate skills in action and help trainees gain confidence and give each other helpful feedback. Most skills practice involves role-playing imaginary 'helpees' or clients, although some may ask trainees to use their personal (manageable) experience.

### **What is experiential work?**

Experiential work means learning from your own experience of being a member of a training group and of thinking about how counselling theories may help you understand yourself. You may do exercises in groups, to encourage you to learn about your patterns of behaviour and patterns of relating to others.

## **PERSONAL COUNSELLING**

### **Do I have to have personal counselling?**

It may seem surprising that you are required to have personal counselling, after all, you are training to help *others*. However, it is a valuable part of counselling training, as it can help you to distinguish between your own and your clients' issues and provide you with an opportunity to work through personal issues that may be triggered by the course and/or that may hinder your work with clients. It is also valuable experience to know what it is like to be 'a client', as well as learning from your counsellor. Trainees are usually required to have personal counselling from diploma level onwards (although it may be recommended before that).

### **How can I find a suitable counsellor or therapist?**

In looking for a counsellor or therapist, you can consult the British Association for Counselling and Psychotherapy (BACP) Directory, or the United Kingdom Council for Psychotherapy (UKCP) register, or by personal recommendation. Alternatively, talk to the course tutor about what to look for in a counsellor or therapist. Check with your college first, as they may require you to see a counsellor who works in a similar approach to the one you will be training in.

## **PRACTICAL WORK EXPERIENCE (PLACEMENT)**

### **Do I have to do practical work experience as part of the course?**

If you are doing level 4 counselling training (e.g. Diploma in Therapeutic Counselling), you need to undertake supervised client work experience, i.e., counsel clients in a voluntary agency. The amount of hours required varies and you are advised to check with your college. These hours are in addition of the Diploma course hours and it is your responsibility to secure a placement.

### **Which voluntary agency do I approach for a placement?**

We recommend that you approach established voluntary counselling agencies that have a proven record and reputation in providing counselling services. Here are some examples of where to look:

- Alcohol/Drug Counselling Agencies
- Bereavement Counselling Services
- GP Practices and other Health Service Departments, e.g. termination clinics, HIV units, psychiatric units, etc
- Counselling within Prisons/ Probation service
- Colleges - Student counselling services
- Women's counselling centres - Refuges
- Counselling and Psychotherapy Community services
- Schools/Youth Counselling Services

### **How should I apply for a placement?**

When seeking a position for the supervised client work experience, it is recommended to treat it as a professional application. You are advised to research Yellow Pages, libraries, BACP journal (CPJ), and The Guardian on Wednesday. Voluntary counselling agencies frequently have many more applicants than places available, and you may need to exert considerable effort to secure a suitable setting that provides adequate support.

### **What should I look for in a placement?**

- Check that the voluntary counselling agency is able to provide you with a professional counselling contract as defined by BACP, *not* befriending or just listening support.
- Trainees are requested not to counsel other trainees in counselling training.
- Ensure that your supervisor can provide feedback on your counselling practice.
- Ensure that you can use client material (*subject to the client's prior consent*) for writing case studies as relevant to course requirements.
- Ensure you can work with clients over a number of sessions (not just one or two sessions)
- Ensure your placement fulfils any other requirements as stipulated by your college and tutor

### **Can I count telephone counselling or counselling children towards my client hours?**

Generally you will be required to complete face-to-face adult counselling. However, please check with your tutor whether there are any exceptions to this.

### **Can I see private clients and count these towards my client hours?**

Private practice at your own premises or elsewhere is not recommended until you have more experience. Even when working within an agency, it is important that a more experienced counsellor assesses clients and assigns you those clients whose difficulties are relevant to your level of capabilities.

## **SUPERVISION**

### **Why do I need a supervisor for my client work experience?**

Supervision is a requirement for all client work. Even qualified counsellors will work under supervision. This is to ensure that you provide the best possible service and gives you support with any issues you may struggle with in your work. Clinical supervision should be differentiated from line management, as it is important to be able to speak to someone impartial. When completing client work experience (placement) you need to arrange supervision. This is sometimes provided at your placement, however, sometimes this is not possible and you need to make your own arrangements. It is your responsibility to organise supervision and to let your supervisor know of the course requirements at the contracting stage of the supervisory relationship. (i.e. before agreeing to enter into the supervisory relationship). Supervision can be one-to-one or in a group, however, hour requirements are likely to be higher if you are in group supervision, as the time allocated to you will be less than in individual supervision. Group supervision can be very valuable too as it gives you an opportunity to get feedback from more than one person, and you can also learn a lot from other supervisees.

## SELF-AWARENESS

### Why is self-awareness so important in counselling training?

Self-awareness, personal development, and personal growth are some of the terms that you may come across within the counselling and psychotherapy field (as well as other holistic therapies). These terms indicate the notion of developing ourselves further (emotionally, mentally, spiritually) as a person. The key to this is self-awareness, i.e., increased knowledge and understanding about yourself and the way you operate. This is in many aspects considered crucial to good counselling and psychotherapy training, as the more aware you are the better you are able to help a client, as you are helping the client to gain greater self-awareness. Therefore much of counselling training is based on experiential work, which is designed to increase your awareness and stimulate your self-reflection process.

## SPECIALISATIONS

### What if I want to specialise in a particular area of counselling?

There are some level 2 (certificate) courses that cover specialised areas of counselling, such as working with children and young people, working with addictions or loss and grief in addition to the generic counselling skills. These do not constitute specialisations in themselves, but rather offer the trainee insight into those areas, and are useful if you are already working with a particular client group, or are considering working in a particular field. Most counsellors will complete a generic training in counselling first, before specialising in other areas.

## THEORIES

### Why are there different theories about counselling?

A counsellor needs to have an understanding of how the problems that clients talk about may arise, and how a helping relationship based on talking can help. There are many different ideas in psychology and philosophy about human nature, personality and pathology, which have resulted in there being a number of different approaches to counselling.

### What types of counselling/psychotherapy are there?

The main approaches currently widely recognised can be divided into the following categories:

1. Psychodynamic
2. Cognitive-behavioural
3. Humanistic

Within these general headings there are many other approaches. There are an increasing number of integrative approaches, which draw on several of the main approaches. There is also a fourth force of psychology, transpersonal psychology, which includes many of the above approaches but additionally addresses a Higher Self component, and is concerned with facilitating the highest potential of a person.

### **What is Psychodynamic counselling?**

Psychodynamic counselling has its origins in psychoanalytic theory, from which it has drawn basic assumptions about human growth and development, and above all the importance of unconscious forces in the way the mind works. The counsellor-client relationship invites the development of transference, in which the counsellor is experienced by the client in a way that resembles their relationship with significant others in their past or present. Psychodynamic counsellors generally use some techniques derived from psychoanalysis but are unlikely to engage in intensive psychotherapy with the objective of personality change, and will probably focus on specific issues or life events that their client has sought counselling to resolve.

### **What is Cognitive-Behavioural counselling?**

This approach has evolved out of behavioural psychology and has three key features: a problem-solving, change-focused approach to working with clients; a respect for scientific values, and close attention to the cognitions (beliefs, thoughts and perceptions) through which people monitor and control their behaviour. The client may perceive a cognitive-behavioural counsellor more as a trainer or teacher than in other approaches.

### **What is Humanistic counselling?**

Humanistic psychology evolved in the 1950's because a number of psychologists including Abraham Maslow and Carl Rogers argued that the Psychodynamic and Cognitive-behavioural approaches were too limited in their understanding of human nature and potential. Humanistic counsellors are particularly concerned with how their clients experience fulfilment, creativity and choice as well as with their emotional problems. The client in humanistic counselling is likely to feel that the counsellor is more of an equal partner in the relationship than an expert who knows what is best for the client. The person-centred approach of Carl Rogers is the best-known humanistic approach.

### **What are eclectic and integrative approaches?**

An eclectic approach to counselling tries to provide the best mixture of ideas and techniques for each client. An integrative counsellor seeks to bring together different elements into a new theory or model. Many practitioners take the view that while one of these approaches may work well for the experienced counsellor, the trainee needs to become familiar with the important differences between the core approaches before deciding whether to try to combine them.

## **APPLYING FOR A COURSE**

### **How and where do I apply if I want to enrol for a counselling course?**

You need to apply directly to the college/centre of your choice. Once you have identified which course you want to do (see 'Counselling Course Descriptions'), you can enquire at a college near you if they are running the course of your choice.

## SUPPORT WHILST STUDYING

### What if I need help when I'm studying?

Generally, any queries you have whether academic or personal, you are advised to speak to your tutor in the first instance when it concerns your studies, even if you are unhappy about something on the course. If you are experiencing emotional difficulties triggered by the course you are advised to seek out a counsellor/psychotherapist. If you need to clarify anything regarding the course material, although you are advised to always consult your tutor first, you may contact CSCT for further clarification.

### How can I get help with learning difficulties?

Every college has procedures in place with regards to learning difficulties, so, as soon as you apply, inform the college and your tutor of your needs, so that adjustments and alternative assessments can be arranged as appropriate and necessary.

## FEES

### How much does it cost?

Tuition fees vary across colleges and courses, so you are advised to enquire at the college. Some colleges may make allowances if you are on benefits, so you need to inform the centre when you apply and enquire about any allowances.

As a very general guideline, you can expect fees to fall within the following range:

Introductory certificate	£65 - £150
Certificate	£300 - £750
Diploma	£1,100 - £1,800 per year

On the diploma, you need to bear in mind that you have to add the cost of personal counselling and possibly a supervisor (if not provided at your placement). However, there are some supervisors and counsellors that may have a sliding scale fee structure that allows for some lower fees.

### Can I get a grant to fund my counselling training?

Funding is scarce but you can try some of the links on the following website:  
[www.thecounsellorslounge.co.uk](http://www.thecounsellorslounge.co.uk)

## INSURANCE

### Do I need to get my own insurance when I am seeing clients?

Irrespective of whether your placement setting for supervised client work experience has insurance that covers trainee counsellor placements, it is good practice for you to take responsibility for your own individual liability insurance. A good contact is:

Smithson Mason Group  
SMG House  
31 Clarendon Road  
Leeds LS2 9PA  
Tel: 0113 294 4000  
Fax: 0113 294 4101  
[www.smg-professional-risks.co.uk](http://www.smg-professional-risks.co.uk)

## RELATED PROFESSIONS

### **What is a psychotherapist?**

Psychotherapists are usually trained at post-graduate level. Psychotherapists, like counsellors, usually seek to help their clients/patients by listening, talking and establishing a particular kind of helping relationship. Many of the skills and theories used by psychotherapists are equally relevant to counsellors.

### **What is the difference between counselling and psychotherapy?**

The two professions are closely related, and the skills and knowledge needed are very similar. In general, counsellors are more likely to do short-term work focusing on particular problems such as addiction and bereavement, while psychotherapists often encourage a deeper, more fundamental process of change in clients. However, counsellors can work in similar ways to a psychotherapist, and psychotherapists sometimes work as counsellors, e.g. in short-term settings. Experienced counsellors may go on to become psychotherapists. Psychotherapy training tends to be of longer duration (four to five years), with a higher number of personal therapy hours (often throughout the duration of the entire training), and higher client hours required.

### **What is a psychiatrist?**

Psychiatry is the branch of medicine that deals with mental and emotional disorders. Psychiatrists are doctors who have specialised training and are able to diagnose and treat patients classified as having a mental illness, and are able to prescribe medication. Although many psychiatrists also receive some training in psychotherapy and counselling skills, the way they understand and approach their patients is likely to be different from how a counsellor relates to a client.

### **What is a psychologist?**

Psychology is the science that deals with mental processes and behaviour. A psychologist usually means someone who has a degree in psychology. Clinical psychologists have a degree in psychology and a postgraduate qualification in clinical psychology. They are able to assess and treat patients. Like the psychiatrist they generally work within mental health departments of the NHS. The way they understand and approach their patients may or may not be very different from how most counsellors relate to their clients, depending on which theories they favour. There is also training available to psychology graduates to train as a counselling psychologist through a counselling psychology postgraduate diploma.

### **What is a psychoanalyst?**

Psychoanalysts are practitioners of psychoanalytic psychotherapy within the tradition founded by Sigmund Freud. Psychoanalysis places emphasis on the importance of unconscious forces in the way the mind works and requires a long and demanding training. Theories derived from psychoanalysis about human development and the practice of psychotherapy are an important influence for many counsellors.

## **PROFESSIONAL BODIES**

### **What is the BACP?**

BACP stands for British Association for Counselling and Psychotherapy. The BACP, established in 1977, is now widely recognised as the voice of counselling in Britain. It seeks to promote and develop the profession by evolving standards for practice and training. Its Ethical Framework for Good Practice in Counselling and Psychotherapy is widely regarded as essential guidelines for responsible practitioners. Its Accreditation scheme for professional counsellors is now well established, and employers of counsellors increasingly require BACP Accreditation as a benchmark of competence.

### **What is the UKRC?**

UKRC stands for United Kingdom Register of Counsellors. BACP Accredited Counsellors may be listed on the Register, which has been established to protect and inform the public, to promote high standards of practice and to answer the criticism that counselling is an unregulated profession.

### **What is the UKCP?**

UKCP stands for United Kingdom Council for Psychotherapy. The Council aims to promote and maintain the standard of the profession of psychotherapy, as well as psychotherapy training. A National Register of Psychotherapists is published annually; only therapists who have completed a rigorous training programme (usually post-graduate) that meets UKCP's high standards, and who abide by its ethical code are included. However it may be possible that an accredited counsellor could enter onto a UKCP registered course to work towards UKCP registration.

### **What is the BPS?**

The British Psychological Society (BPS) is the representative body for psychologists in the UK. It is designed to increase awareness of and standards of training and practice of psychology. Psychology can be applied to various contexts and there are subdivisions of education/child, health, forensic, clinical, occupational, counselling/psychotherapy, neuropsychology.

## AWARDING BODIES

(You can also refer to the FE counselling structure diagram.)

### What are awarding bodies?

Awarding bodies are organisations (e.g. CPCAB, AQA, NCFE, City and Guilds, ABC/Centra, Edexcel) that are approved by the UK government through the Qualifications Curriculum Authority (QCA) to offer a range of funded qualifications on the Qualifications and Credit Framework (QCF).

### What are the awarding bodies' responsibilities?

To design qualifications that meet QCA requirements; approve of and register centres, tutors and candidates; standardise tutors; externally verify centres. To design and set assessment and qualification requirements, externally assess trainees; award certificates to successful candidates.

### Is CSCT an awarding body?

No, CSCT is not an awarding body. CSCT is a counselling training provider and publisher of counselling training programmes, i.e. CSCT writes counselling training materials that meet the QCF specifications of nationally approved awarding bodies.

## ASSESSMENT

### How will I be assessed on a counselling course?

Assessment requirements are specified by the relevant awarding body and vary depending on the awarding body and the level of the course. For guidelines on assessment requirements of courses, please refer to the *Counselling Course Descriptions*, and check with your college. Please note CSCT is *not* an awarding body and does not specify assessment and course entry requirements.

## RECOGNITION OF QUALIFICATIONS

### What qualifications do I need to become a counsellor?

Currently the trend for qualification as a counsellor is to obtain at the least a diploma in counselling. There is currently no statutory regulation for counselling within the UK, however, this is likely to change so that only those who have completed a certain standard of training will be able to register and practise as a counsellor. At the present time, it is unclear how and when this will apply, and what criteria will be required for registration. In line with the current trend towards regulation, some awarding bodies have carried out research within the workplace to streamline their qualifications with the demands of the workplace. Accreditation by a recognised body such as the BACP/UKCP is also likely to be important. Increasingly, potential employers and clients are seeking information about qualifications and accreditation of an individual counsellor.

### **Will my qualification in counselling be recognised?**

Qualifications in Further Education that are recognised by awarding bodies are nationally recognised qualifications, as these have been approved by the Qualifications and Curriculum Authority (QCA), similarly to GCSE and A-level qualifications. You can ask your college about this when applying for a counselling course.

## **ACCREDITATION**

### **What is Accreditation?**

Accreditation means the recognition by a professional organisation, such as British Association of Counselling and Psychotherapy (BACP), of an individual practitioner or of a training course as meeting set minimum training requirements.

### **Are CSCT courses BACP Accredited?**

It is important to realise that BACP Course Accreditation is completely different from BACP Accreditation for Individual Counsellors. Whilst completing a BACP Accredited Course makes the process of applying for Individual Accreditation slightly more straightforward, the most important factor in determining the quality of a counselling training course is probably the experience and qualifications of the tutors. Therefore, although only few counselling courses within FE colleges are BACP accredited (this is increasing), you can apply for individual accreditation, providing you have the required training hours and practice hours.

### **Will I be BACP Accredited when I get my Diploma?**

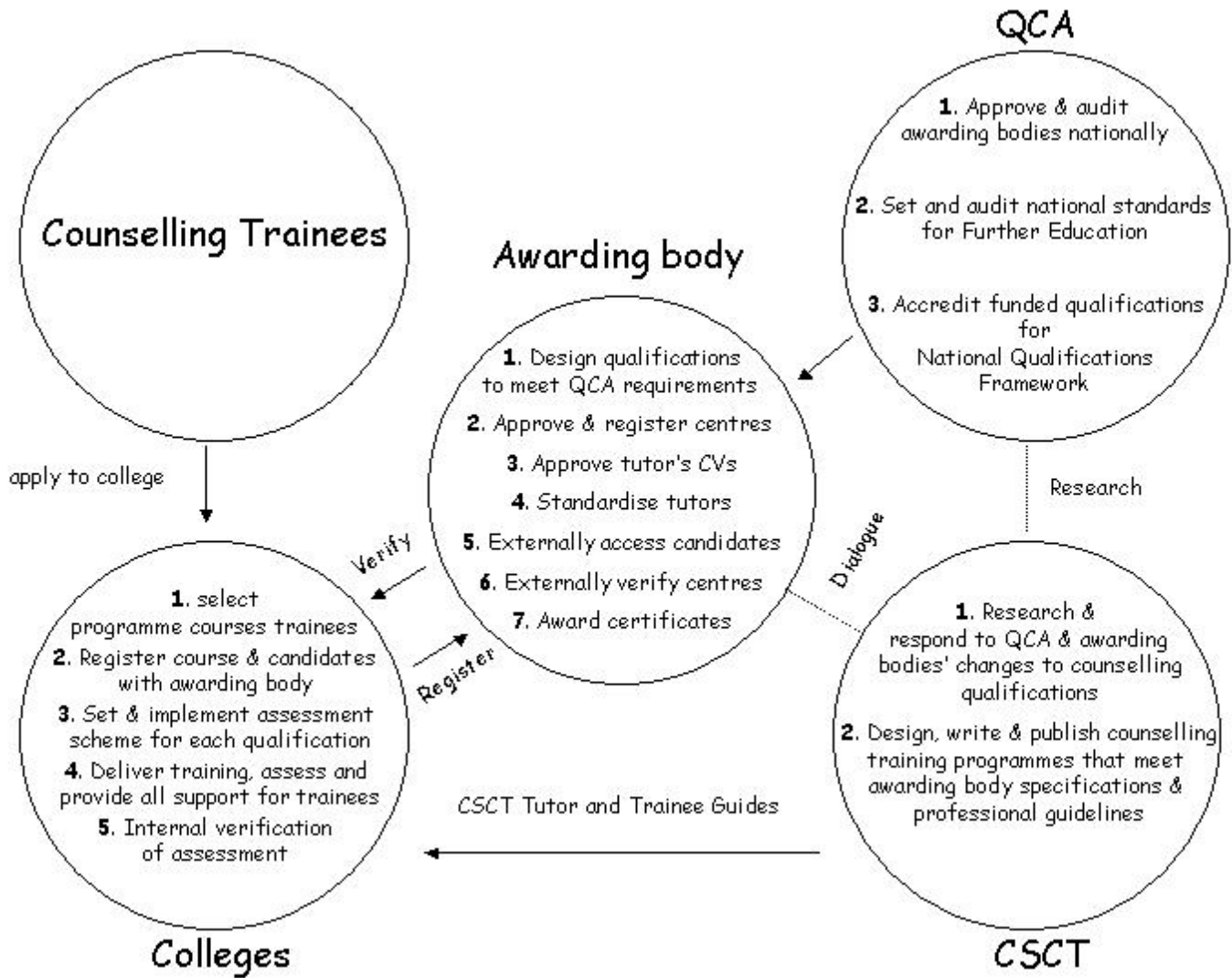
No. To apply for BACP Accreditation as a counsellor, you have to have completed 450 hours of Skills and Theory Training. You also, regardless of which training course you have done, need to complete 450 hours of supervised practice over a three-year period. Please check with BACP for further details.

## **GETTING A JOB**

### **Will I be able to get a job as a counsellor once qualified?**

Although there are number of opportunities for paid employment in the counselling field, the competition is high, salaries for employed counsellors are comparable to those for social workers. Many of these positions are part-time, and experienced counsellors often develop a private practice alongside their employment. Counsellor vacancies may be in a variety of settings, such as schools, further and higher education, organisations for people with disabilities, in the workplace, youth work, for alcohol, drugs and AIDS agencies, General Practice and other general counselling services. People trained in listening and counselling skills also staff many telephone helplines. Some counsellors work office hours, although many work evenings to meet the needs of their clients.

## FE COUNSELLING TRAINING ORGANISATIONAL STRUCTURE



## COUNSELLING COURSE DESCRIPTIONS 2010-2011

### CSCT Courses written to the specifications of AQA (QCF LEVEL 2)

#### CSCT Award in Introduction to Counselling Concepts (written to AQA specifications)

<b>Course length</b>	approx. 30 hours.
<b>Course structure</b>	<i>An Introduction to Counselling</i> , with either <i>First Steps in Theory</i> , or <i>A First Look at Loss and Grief</i> , or <i>Understanding Counselling Skills with Children and Young People</i> .
<b>Internal assessment<sup>1</sup></b>	Candidate learning statements and practical skills sessions.
<b>External assessment<sup>1</sup></b>	One-hour short answer test.
<b>Entry requirements</b>	No previous training required.

#### Who is the course for?

This course is intended as a taster course for anyone interested in counselling, whether to enhance personal/professional relationships, or to find out more about counselling training with a view to undertaking further counselling training. This course does not qualify students to become professional counsellors, but provides progression to further counselling training.

#### Outline

This course aims to introduce students to the basic concepts and methods and skills of counselling. Other aspects covered range from aspects of working with children and young people, loss and grief or introduction to some basic theories of counselling, depending on which optional unit has been incorporated into the course, and is offered by the centre.

#### Learning Outcomes

- Know the difference between counselling and counselling skills
- Know the role of professional and occupational standards-setting organisations in counselling
- Have studied BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy
- Know the core qualities needed for the ethical use of counselling skills
- Know the counsellor's basic values
- Able to define basic counselling skills
- Show some understanding of how counselling skills might be applied safely and empathically
- Able to use basic counselling skills in simulated role play exercises
- Show understanding of personal limitations and the importance of referral

<sup>1</sup> Assessment requirements for each qualification may vary. Please check with your college.

- Able to demonstrate knowledge of the three core counselling theories and attempt to explain how each underpins the skills [where relevant]
- Able to apply the counselling skills learned appropriately to the chosen application [where relevant]

### CSCT Certificate in Counselling Skills (written to AQA specifications)

Course length	approx. 60-75 hours.
Course structure	<i>Skills Acquisition and Practice</i> plus either <i>Loss and Grief</i> or <i>Working with Children and Young People</i> .
Internal assessment <sup>2</sup>	Journal. Skills role-play practical assessment for all units.
External assessment <sup>2</sup>	60-minute test for mandatory unit (consists of short answer questions).
Entry requirements	No previous training required.

#### Who is the course for?

This course is suitable for people who wish to enhance their work role by learning some basic counselling skills. It is also intended for those who wish to progress to counselling practitioner training. This course does not qualify students to become professional counsellors, but provides progression to further counselling training.

#### Outline

*Skills Acquisition and Practice* will teach trainees a range of basic counselling skills and to have an understanding of the role and importance of the ethical framework for counselling. This course particularly focuses on the skills element of counselling and is therefore predominantly practical, although underpinning knowledge will be acquired alongside the skills. Some of the elements covered on this course are about developing, maintaining and ending a helping relationship, and health and safety issues.

In *Loss and Grief* some of the main models are explored to enhance trainees' awareness of issues related to this area of counselling. It will also explore reactions to loss, and application of counselling skills in this context.

*Working with Children and Young People* covers aspects relevant to this context, such as child protection, child development, and applying counselling skills with children/young people.

#### Learning Outcomes

- Show understanding of a counselling interaction.
- Describe how counselling skills may be used to develop a counselling relationship.
- Show understanding of the use of three or more specific counselling skills.
- Show understanding of boundary issues in relation to ethical practice.

<sup>2</sup> Assessment requirements for each qualification may vary. Please check with your college.

- Evaluate learning.
- Demonstrate beginning a working relationship with a 'client'.
- Understand the 'client's' concerns.
- Demonstrate closing a session.
- Show understanding of the interaction between 'counsellor' and 'client'.

## CSCT Courses written to the specifications of AQA (QCF LEVEL 3)

### CSCT Certificate in Counselling (written to AQA specifications)

Course length	approx. 135-170 hours.
Course structure	<i>The Developing Practitioner</i> plus two from the following: <i>Humanistic Theory, Psychodynamic Theory, Theories of Loss and Grief, Brief Therapy, Helping Children and Young People, CBT</i> (depending on the choice of the college/centre)
Internal assessment <sup>3</sup>	Journal, practical assessment and/or essay for each unit.
External assessment <sup>3</sup>	Essay. (mandatory unit only)
Entry requirements	AQA Certificate in Counselling Skills

#### Who is the course for?

This course is aimed at people who use counselling skills as part of their work role and wish to improve their skills. It is not a qualification as a counsellor, however, it shares most of the units with the Diploma in Counselling. Therefore it can facilitate access to Higher Education as well as further counselling training. This course does not qualify students to become professional counsellors, but provides progression to further counselling training.

#### Outline

The *Developing Practitioner* covers the main theoretical models, some of which include: Person-Centred, Existential, Psychodynamic, Cognitive-Behavioural, and Rational-Emotive Therapy, and encourages a comparison of these approaches. The underpinning concepts and ethical framework provide a frame for the counselling skills learnt and practised at an advanced level.

The *Humanistic Theory* and *Psychodynamic Theory* enter into more depth of the theoretical knowledge base of each of these to provide a solid foundation on which to build the relevant counselling skills.

*Theories of Loss and Grief* looks at how some of the main schools of thought in counselling and psychotherapy view the processes of loss and grief.

*Brief Therapy* is intended to facilitate the trainees' understanding of and ability to evaluate the advantages and disadvantages of brief therapy.

<sup>3</sup> Assessment requirements for each qualification may vary. Please check with your college.

*Helping Children and Young People* is designed to provide trainees with the skills and knowledge for this specialist area. It focuses on the issues relevant for this context of working, e.g., boundary issues, child protection, consent and confidentiality and transitions.

*Cognitive Behavioural Theory* provides trainees with insights into the principles, key concepts and strategies of CBT.

**Learning Outcomes**

- Relate learning to self-awareness and understanding of others.
- Show evidence of continuing self-development.
- Demonstrate the ability to work within a therapeutic alliance.
- Give rationale for way of working and evaluate own part in the process.
- Show how choice of orientation was demonstrated in role-play session.
- Demonstrate the ability to give feedback in a reflective and considered way.
- Show understanding of working within a therapeutic alliance.
- Demonstrate maintaining the therapeutic relationship throughout the session.
- Demonstrate personal and professional understanding of course material.

**CSCT Diploma Counselling Programme (written to AQA specifications)**

<b>Course length</b>	approx. 190-240 hours.
<b>Course structure</b>	<i>The Developing Practitioner</i> and <i>Therapeutic Practice</i> plus two from the following: <i>Humanistic Theory, Psychodynamic Theory, Theories of Loss and Grief, Brief Therapy, Helping Children and Young People, CBT</i> (depending on the choice of the college/centre)
<b>Internal assessment<sup>4</sup></b>	Journal. Essay. Practical role-play for all units.
<b>External assessment<sup>4</sup></b>	The Developing Practitioner: Essay. Therapeutic Practice: Study of supervised practice
<b>Entry requirements</b>	AQA Intermediate Certificate in Counselling Skills.
<b>Client hours</b>	8 hours minimum. Please check with the college/centre, as they may require a higher number of client hours.

**Who is this course for?**

This course is aimed at people who have successfully completed the CSCT Counselling Skills (written to AQA specifications) or equivalent, and who wish to become counselling practitioners, and access further counselling training.

<sup>4</sup> Assessment requirements for each qualification may vary. Please check with your college.

## Outline

The *Developing Practitioner* covers the main theoretical models, some of which include: Person-Centred, Existential, Psychodynamic, Cognitive-Behavioural, and Rational-Emotive Therapy, and encourages a comparison of these approaches. The underpinning concepts and ethical framework provide a frame for the counselling skills learnt and practised at an advanced level.

The *Therapeutic Practice* is based on one core theory (e.g. humanistic or psychodynamic) and requires trainees to complete supervised counselling hours. It will be an in depth exploration of the core model and its applications, so that trainees can begin to become more confident in working with a contracted counselling relationship and prepare for further study and practice. It includes philosophy of the core model, theorists, concepts, application, limitation, relation to self, skills relevant to the core model, the frame, process and diversity.

The *Humanistic Theory* and *Psychodynamic Theory* enter into more depth of the theoretical knowledge base of each of these to provide a solid foundation on which to build the relevant counselling skills.

*Theories of Loss and Grief* looks at how some of the main schools of thought in counselling and psychotherapy view the processes of loss and grief.

*Brief Therapy* is to facilitate the trainees' understanding of and ability to evaluate the advantages and disadvantages of brief therapy.

*Helping Children and Young People* is designed to provide trainees with the skills and knowledge for this specialist area. It focuses on the issues relevant for this context of working, e.g., boundary issues, child protection, consent and confidentiality and transitions.

*Cognitive Behavioural Theory* provides trainees with insights into the principles, key concepts and strategies of CBT.

## Learning Outcomes

- Relate learning to self-awareness and understanding of others.
- Show evidence of continuing self-development.
- Demonstrate the ability to work within a therapeutic alliance.
- Give rationale for way of working and evaluate own part in the process.
- Show how choice of orientation was demonstrated in role-play session.
- Demonstrate the ability to give feedback in a reflective and considered way.
- Show understanding of working within a therapeutic alliance.
- Demonstrate maintaining the therapeutic relationship throughout the session.
- Demonstrate personal and professional understanding of course material.
- Describe and analyse examples of counselling practice.
- Analyse the counselling process through one of the core theoretical approaches.
- Evaluation and comparison of theory and practice of counselling process.

## CSCT Courses written to the specifications of CPCAB (QCF LEVEL 2)

CSCT Introduction to Counselling Skills (written for CPCAB Level 2 Award in Introduction to Counselling Skills)

Course length	approx. 30 hours.
Course structure	Seven qualification units as listed below.
Internal assessment <sup>5</sup>	Learning review. Tutor-observed skills session. Feedback. Portfolio.
External assessment <sup>5</sup>	Watch video of a helper using initial counselling skills and complete candidate feedback paper.
Entry requirements	No previous training required.

### Who is the course for?

This stand-alone taster course is for individuals who might be interested in counselling training and want to find out if they are suitable for further in-depth training. It is also suitable for those who want to learn basic skills to help other people.

### Outline

The course will introduce trainees to listening and helping skills that can be used in everyday life. Trainees will also be introduced to some basic counselling concepts. Topics covered include different types of helping, establishing a helping interaction, self-awareness and awareness of difference, as well as specific initial counselling interventions. The course usually consists of a mixture of tutor input, group discussion, individual reflection, experiential learning and skills practice.

### Qualification Units

- Use initial counselling skills safely
- Establish the helping interaction
- Communicate understanding of the other person's concerns
- Focus on the other person's agenda
- Use initial counselling skills with self-awareness
- Use initial counselling skills within the helping interaction
- Use study skills within the learning process

<sup>5</sup> Assessment requirements for each qualification may vary. Please check with your college.

**CSCT Introduction to Counselling Skills - Working with Young People (written for CPCAB Level 2 Award in Introduction to Counselling Skills-Working With Young People)**

<b>Course length</b>	approx. 30 hours.
<b>Course structure</b>	Seven qualification units as listed below.
<b>Internal assessment<sup>6</sup></b>	Learning review. Tutor-observed skills session. Feedback. Portfolio.
<b>External assessment<sup>6</sup></b>	Watch video of a helper using initial counselling skills and complete candidate feedback paper.
<b>Entry requirements</b>	No previous training required.

**Who is the course for?**

Very similar to the generic Award in Introduction to Counselling Skills course, this stand-alone taster course is for individuals who might be interested in counselling training and want to find out if they are suitable for further in-depth training. It is also suitable for those who want to learn basic skills to help other people. Although the same qualification as the Level 2 Award in Introduction to Counselling Skills, it also covers basic aspects of working with children and young people, for those who have an interest in or consider working with young people in a helping context.

**Outline**

The course will introduce trainees to listening and helping skills that can be used in everyday life. Trainees will also be introduced to some basic counselling concepts. Aspects of working with children and young people will also be introduced, for example, concerns of young people and child protection. The initial counselling skills taught on this course are generic, i.e., not specific to working with young people. At this level it is more important to have a good grasp of the basic skills before learning differential skills in applied contexts.

**Qualification Units**

- Use initial counselling skills safely
- Establish the helping interaction
- Communicate understanding of the other person's concerns
- Focus on the other person's agenda
- Use initial counselling skills with self-awareness
- Use initial counselling skills within the helping interaction
- Use study skills within the learning process

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<sup>6</sup> Assessment requirements for each qualification may vary. Please check with your college.

**CSCT Counselling Skills (written for CPCAB Level 2 Certificate in Counselling Skills)**

<b>Course length</b>	approx. 90 hrs.
<b>Course structure</b>	Seven qualification units as listed below.
<b>Internal assessment<sup>7</sup></b>	Learning Review. Self-Assessment. Two tutor-observed counselling skills sessions. One assignment. Feedback. Portfolio.
<b>External assessment<sup>7</sup></b>	Watch a video of a helper using counselling skills and complete a candidate feedback paper.
<b>Entry requirements</b>	No previous training required.

**Who is the course for?**

This course is for people who intend to use counselling skills in their work or envisage incorporating them into their work, and is also the starting point for people who want to work towards a full qualification in counselling. It is therefore suitable whether you want to enhance your own work role, or consider training as a counsellor.

**Outline**

The course focuses on the interpersonal skills needed to form and sustain a helping relationship. This is a very practical course with an emphasis on learning through doing, which will introduce trainees to the skills of active listening. The course will enable trainees to develop their ability to communicate with people more effectively and will allow trainees to develop more awareness of themselves, others and their interaction with people. It also covers topics such as the different stages of the helping interaction, Rogers' core conditions and awareness of difference.

**Qualification Units**

- Use counselling skills ethically and safely
- Manage helping interactions
- Communicate empathic understanding
- Manage an active listening space
- Use self-awareness to facilitate helping work
- Use counselling skills coherently
- Use study skills to help manage learning

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<sup>7</sup> Assessment requirements for each qualification may vary. Please check with your college.

**CSCT Counselling Skills - Working with Young People (written for CPCAB Certificate in Counselling Skills-Working with Young People)**

<b>Course length</b>	approx. 90 hrs.
<b>Course structure</b>	Seven qualification units as listed below.
<b>Internal assessment<sup>8</sup></b>	Learning Review. Self-Assessment. Two tutor-observed counselling skills sessions. One assignment. Feedback. Portfolio.
<b>External assessment<sup>8</sup></b>	Watch a video of a helper using counselling skills and complete a candidate feedback paper.
<b>Entry requirements</b>	No previous training required.

**Who is the course for?**

This course is for people who intend to use counselling skills in their work or envisage incorporating them into their work, and have an interest in working with children or young people. It is also the starting point for people who want to work towards a full qualification in counselling and who have an interest in working with young people. It is therefore suitable whether you want to enhance your own work role or train as a counsellor.

**Outline**

The course focuses on the interpersonal skills needed to form and sustain a 'helping' relationship. This is a very practical course with an emphasis on learning through doing, which will introduce trainees to the skills of active listening. The course will enable you to develop your ability to communicate more effectively and will allow you to develop more awareness of yourself, others and your interaction with others as well as young people. The different stages of the helping interaction, Rogers' core conditions, awareness of difference are some of the areas explored on this course. Topics specific to young people include the Children Act, young people's difficulties, using counselling skills with young people and differences between using counselling skills with adults and children.

**Qualification Units**

- Use counselling skills ethically and safely Manage helping interactions
- Communicate empathic understanding
- Manage an active listening space
- Use self-awareness to facilitate helping work
- Use counselling skills coherently
- Use study skills to help manage learning

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<sup>8</sup> Assessment requirements for each qualification may vary. Please check with your college.

**CSCT Counselling Skills - Working with Addictions (written for CPCAB Certificate in Counselling Skills-Working with Addictions)**

<b>Course length</b>	approx. 90 hrs.
<b>Course structure</b>	Seven qualification units as listed below.
<b>Internal assessment<sup>9</sup></b>	Learning Review. Self-Assessment. Two tutor-observed counselling skills sessions. One assignment. Feedback. Portfolio.
<b>External assessment<sup>9</sup></b>	Watch a video of a helper using counselling skills and complete a candidate feedback paper.
<b>Entry requirements</b>	No previous training required.

**Who is the course for?**

This course is for people who intend to use counselling skills in their work with individuals experiencing problems with addictions, or who envisage incorporating them into their work. It is also the starting point for people who may want to work towards a full qualification in counselling and have an interest in the field of addiction.

**Outline**

The course focuses on the interpersonal skills needed to form and sustain a helping relationship with individuals in general, and with people who experience difficulties with addiction. This is a very practical course with an emphasis on learning through doing, which will introduce trainees to the skills of active listening. The course will enable trainees to develop their ability to communicate with people more effectively and will allow trainees to develop more awareness of themselves, others and their interaction with people. It also covers topics such as the different stages of the helping interaction, Rogers' core conditions, awareness of difference. Topics relevant to the area of addictions explored are signs and consequences of drug taking, harm minimisation model, issues of difference, and young people taking drugs.

**Qualification Units**

- Use counselling skills ethically and safely
- Manage helping interactions
- Communicate empathic understanding
- Manage an active listening space
- Use self-awareness to facilitate helping work
- Use counselling skills coherently
- Use study skills to help manage learning

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<sup>9</sup> Assessment requirements for each qualification may vary. Please check with your college.

**CSCT Counselling Studies (written for CPCAB Level 3 Certificate in Counselling Studies)**

<b>Course length</b>	approx. 90 hrs.
<b>Course structure</b>	Seven qualification units as listed below.
<b>Internal assessment<sup>10</sup></b>	Learning Review. One Self-Assessment. One tutor-observed counselling practice sessions. One practice case presentation. One assignment. Feedback. Portfolio.
<b>External assessment<sup>10</sup></b>	Watch a video of counselling session and complete candidate feedback paper.
<b>Entry requirements</b>	None, however, it is recommended to have completed the Level 2 Certificate in Counselling Skills first.

**Who is the course for?**

This course provides a transition from using counselling skills at an informal level to counsellor practitioner training. It is an entry requirement (along with the Level 2 Certificate in Counselling Skills) for the two-year Advanced Diploma in Therapeutic Counselling and prepares trainees for working within an agency setting as counsellors.

**Outline**

The course focuses on the theoretical concepts and skills needed as the foundation for beginning client work experience within a counselling agency setting. This is a practical course with an emphasis on learning through doing, which will give you the opportunity to practise counselling skills, and to prepare for supervised work with clients. This course aims to prepare trainees to use a professional and ethical framework within a counselling setting, gain an understanding of the counselling relationship, understand diversity issues, increase self-awareness, develop an understanding of the counselling process, and prepare to use supervision. Some of the theoretical aspects covered on this course include Person-Centred, Existential, Psychodynamic, and Cognitive-Behavioural counselling.

**Qualification Units**

- The professional framework of the counsellor
- The counselling relationship
- Client diversity
- The service user-centred approach
- Personal awareness in counselling
- Counselling concepts
- Supervision and self-reflection

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<sup>10</sup> Assessment requirements for each qualification may vary. Please check with your college.

## CSCT Courses written to the specifications of CPCAB (QCF LEVEL 4)

### CSCT Therapeutic Counselling Programme (written for CPCAB Level 4 Diploma in Therapeutic Counselling)

(three available core models: Integrative, Humanistic, Psychodynamic)

<b>Course length</b>	approx. 420 hours over two years (210 per year).
<b>Course structure</b>	Seven qualification units as listed below.
<b>Internal assessment<sup>11</sup> (over two years)</b>	Evidence-based portfolio. Learning Review. Two Self-Assessments, Four tutor-observed counselling practice sessions. Two assignments. Two case studies and case presentations. Client record. Supervision record. Therapy record. Supervisor report. Tutor/peer feedback.
<b>External assessment<sup>11</sup> (during second year)</b>	Audio-taped counselling session and completion of candidate feedback paper
<b>Entry requirements</b>	CPCAB Level 2 Certificate in Counselling Skills for AND CPCAB Level 3 Certificate in Counselling Studies.
<b>Client hours</b>	100 hours minimum.
<b>Personal Counselling/Therapy</b>	Please check with the college for minimum hours required.

#### Who is the course for?

This course is suitable for those trainees having completed the level 2 Certificate in Counselling Skills and Certificate in Counselling Studies or equivalent and who wish to train to become a counsellor working in an agency setting. If trainees wish to practise independently, it is recommended that trainees undertake further training and practice after having completed the Diploma in Therapeutic Practice.

#### Outline

This two-year diploma programme prepares trainees to work as capable counselling practitioners within agency settings, e.g., counselling agency. The course incorporates a theoretical module (i.e. counselling theories relevant to the descriptor), professional framework module (e.g. ethical practice), group training supervision, counselling skills practice, and an ongoing process group. The structure of the course may also involve weekend workshops throughout the course on relevant mental health issues. Trainees need to secure a supervised client work experience (i.e. placement). These hours are in addition to the course hours. Trainees are also expected to complete a certain amount of personal therapy.

Trainees will learn to work with more implicit patterns of relating and will increasingly become clear on the types of clients and settings they can work with. This counselling programme provides a balance of theoretical input, practical and experiential learning, understanding of professional context for counselling work, and focuses on counselling as a contracted professional relationship as opposed to using counselling skills. The evidence

<sup>11</sup> Assessment requirements for each qualification may vary. Please check with your college.

based portfolio system of assessment is encouraging trainees to know their capabilities and limitations, and is in line with the increasing demand for evidence of competence within the mental health field.

### Qualification Units

- Work ethically and safely as an Agency Counsellor
- Work within a counselling relationship
- Work with client diversity
- Work within a user-centred Agency approach
- Work with self-awareness in the counselling process
- Work within a framework of counselling theory and skills
- Work self-reflectively as an Agency Counsellor

## CSCT COURSES\* (NON AWARDING BODY)

### CSCT Introduction to Counselling Skills

<b>Course length</b>	approx. 30 hours.
<b>Course structure</b>	One mandatory unit.
<b>Internal assessment</b>	Course diary. Practical assessment.
<b>External assessment</b>	NONE REQUIRED.
<b>Entry requirements</b>	No previous training required.

### Who is the course for?

This is a taster course for those interested in exploring whether to pursue counselling training, as well as for those who would like to learn some skills for their everyday life, or to improve their skills at work.

### Outline

This course introduces students to basic counselling skills and concepts, encourages students to differentiate between counselling skills and counselling, and involves small group exercises, whole group discussions, tutor input and individual reflections. It introduces feedback skills, using questions, some basic counselling theory and the importance of ethical practice.

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\* No awarding body. CSCT Certificate on completion

### Learning Outcomes

- Define the difference between counselling and using counselling skills
- Demonstrate active listening and helping skills
- Identify the core conditions necessary for developing a listening relationship
- Discuss some ethical considerations for sustaining a counselling relationship
- Indicate ways in which they have increased in self-awareness
- Demonstrate understanding of key concepts in the main approaches to counselling.

### CSCT Introduction to Grief & Loss Counselling Skills

Course length	approx. 30 hours.
Course structure	One mandatory unit.
Internal assessment	Course diary. Practical assessment.
External assessment	NONE REQUIRED.
Entry requirements	No previous training required.

### Who is the course for?

This is a taster course for those interested in loss and grief issues, as well as exploring whether to pursue counselling training. It is also suitable for those who would like to learn some skills for their everyday life, or to improve their skills at work, and in particular when working or intending to work in a context of grief and loss.

### Outline

This course introduces students to basic counselling skills and concepts, bereavement theories, stages of grief, issues around death and provides a balance of tutor input, group exercises, and personal reflection.

### Learning Outcomes

- Demonstrate understanding of the different theories on bereavement.
- Identify the early stages of human development.
- Identify the effects of early losses on later life.
- Identify issues around facing death and terminal illness.



## RECOMMENDED READING

These are some easy to read books related to counselling. There are many other books available. You are advised to choose what you feel drawn to.

Appignanesi, Zarate. *Introducing Freud*. Icon Books.

Axline, V. *Dibs in Search for Self*. Penguin Books.

Harris, T. A. *I'm okay, you're ok*. Arrow.

Bor, R. & Palmer, S. *Beginner's Guide to Training in Counselling and Psychotherapy*. Sage.

Hyde, Mc Guinness. *Introducing Jung*. Icon Books.

Skygger, R. & Cleese, J. *Families and How to Survive them*. Cedar.

Stewart, W. *An A-Z of Counselling and Theory and Practice*. Nelson Thornes.

Thorne, B. & Sanders, P. *First Steps in Counselling, A Students' Companion for Basic Introductory Courses*. PCCS Books.

## CONTACTS – PROFESSIONAL ASSOCIATIONS

### **British Association for Counselling and Psychotherapy (BACP)**

BACP House

15 St John's Business Park,

Lutterworth,

Leicestershire LE17 4HB.

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E-mail: [bacp@bacp.co.uk](mailto:bacp@bacp.co.uk) Website: [www.bacp.co.uk](http://www.bacp.co.uk)

### **United Kingdom Council for Psychotherapy (UKCP)**

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London EC1V 7LT

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E-mail: [ukcp@psychotherapy.org.uk](mailto:ukcp@psychotherapy.org.uk) Website: [www.psychotherapy.org.uk](http://www.psychotherapy.org.uk)

**British Psychological Society (BPS)**

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## ACRONYMS

AQA	Assessment and Qualifications Alliance
BACP	British Association for Counselling and Psychotherapy
BPS	British Psychological Society
CBT	Cognitive-Behavioural Therapy
CPCAB	Counselling and Psychotherapy Central Awarding Body
FE	Further Education
HE	Higher Education
NCFE	not an acronym anymore but used to be Northern Council for Further Education
NQF	National Qualifications Framework
OCA	Qualifications and Curriculum Authority
QCF	Qualifications and Credit Framework
UKCP	United Kingdom Council for Psychotherapy
UKRC	United Kingdom Register of Counsellors

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