

**The Academy: S.P.A.C.E.**

*Sheffield Psychotherapy and Counselling Education*

# **Foundations of Counselling; Professional Diploma in Counselling and Psychotherapy**



## **Induction and Courses Handbook**



Dear Student

On behalf of The Academy Team I would like to welcome you (or welcome you back) to our courses and thank you for choosing to come to us to study. We hope the time you spend with us will prove worthwhile.

Being a mature student is challenging. Juggling commitments and managing life events, whilst having to meet course requirements (attendance, study, deadlines, learning about yourself), and to have a bit of life too, can be hard. Our courses are academically and emotionally demanding, although we hope that changes we have made in response to student feedback each year makes them less stressful and easier to manage.

Having balance in your life supports being an effective listening-helper or a counsellor: committed to the work but taking care of and replenishing yourself so you have energy and creativity to respond to, and care for, those you help. We expect you to pay attention to this, indeed it is an ethical requirement, and to find strategies that work for *you*. We aim to give support through teaching, tutorials and informally, and hope you will also support, and be supported by, your fellow students. Often students make life-long friendships and/or continuing peer-group meetings for mutual support and encouragement.

This handbook aims to help you through your course by giving necessary and useful information, including copies of forms you may need. You will be given other information as your course progresses, especially in module handbooks. **Please use handbooks to find answers to your queries in the first instance**, but they can never be entirely comprehensive and if you have queries that are not answered here, ask one of the tutors, in class or outside, and/or administrative staff.

We recommend that you start some preparatory reading. It is useful to buy some texts because there can be pressure on key books at peak times. We particularly recommend *Counselling Skills for Dummies* and *The Sage Handbook of Counselling and Psychotherapy* as useful books to buy and keep on your bookshelf.

We think one of the strengths of our courses is the diversity of backgrounds, personality, and experience of life, education and work you all bring and we have the belief that each of you has the potential to be a competent listening helper and a valuable member of your course cohort. We have built a good reputation in the Region for the quality of our trainees, and this is thanks to the hard work and commitment of past and current students.

We look forward to getting to know you and to working with you.



Gail Evans, Programme Director

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# The Academy Team

## The Partnership

The Academy: S.P.A.C.E. is a Partnership directed by  
**Gail Evans, Julie Howorth, and Sally Lee.**  
Our Patron is Professor Emeritus, Colin Feltham

### Academy Management Team

Programme Director:  
Gail Evans  
Development Director:  
Julie Howorth  
Operations Director:  
Sally Lee

### Core Teaching

Julie Howorth  
Lynne Short  
Emma Mann  
Gail Evans  
Prof. Colin Feltham

### Associate Lecturers

Occasional and visiting  
lecturers who bring  
specialist knowledge  
and/or skills.

### Administration and Support

Sally Lee  
Courses and Finance  
Administration  
Placement Coordination  
Development Forum

### NCS – Our Accrediting Body

*(National Counselling Society)*

Sets and monitors standards for counselling courses and provides membership benefits: a personalised accreditation process; entry to the government (PSA) approved AR (Accredited Register of counsellors) on successful completion of the Diploma course; CPD events; a newsletter; support for private practice.

*NB: NCS and BACP have very similar expectations and criteria for Accreditation of courses and individual therapists*

### BACP

*(British Association for Counselling and Psychotherapy)*

Also sets and monitors standards for counselling courses and provides membership benefits: journals; conferences; entry to the government (PSA) approved AR (Accredited Register of counsellors). Our Diploma meets BACP's requirements as well as NCS's and enables you to apply for BACP Accreditation.

## THE TEAM

### ADMINISTRATION:

**Sally Lee** BA, MA, DipHE in Counselling,

As Operations Director, Sally is responsible for managing the administration, marketing and finances at SPACE as well as coordinating placements and the Professional and Development Forum.

Formerly Clinical Manager for a Counselling Service in Chesterfield and Practice Manager at Wellforce Integrated Medicine Service in Sheffield. During training as a counsellor she had placements at SRASACS, Sheffield and the University of Sheffield.

Phone 07977 287485 Email [enquiries@counsellingacademy.org](mailto:enquiries@counsellingacademy.org)

### TUTORS:

**Gail Evans**, BSc, MSc, CQSW, Relate CertCC, Dip PST, Relate Cert Supervision, Accredited Member COSRT, Registered Member UKCP, Accredited Member NCS.

Gail is the Founder of The Academy: SPACE. She is Course Leader for the Diploma and is responsible for the Theory and Skills Development strand.

Formerly Head of the Counselling Studies Unit and Course Leader for the Diploma in HE in Counselling and PG Cert. Couple Counselling at Sheffield Hallam University (SHU). She is an independent supervisor and counsellor with her own counselling and therapy centre in Sheffield; she worked for Relate as a relationship and sexual therapist, supervisor and trainer for over 20 years; and worked with SAIL (Sexual Abuse and Incest Line, Chesterfield) for a number of years. Current interests include relationship and sexual therapy and EMDR, Lifespan Integration and trauma-work. She has a background in social work and experience in primary care, telephone and student counselling settings. Her first book, *Counselling Skills for Dummies*, was published in September 2007 (2<sup>nd</sup> edn 2013). She has also written chapters for *The Sage Handbook of Counselling and Psychotherapy* (2012).

Phone via 07977 287485 (Admin) Email [gailevans@counsellingacademy.org](mailto:gailevans@counsellingacademy.org)

**Colin Feltham**, PhD, M. Theol., M.Sc., PgDip. Couns., PgCFHE, BAC Acc., UKRC Reg. Independent Counsellor, FBACP, FRSA.

Colin is Patron of The Academy: SPACE and does occasional teaching sessions on various modules of the Foundation and Diploma courses, and special lectures.

Formerly Professor of Critical Studies in Counselling and Course Leader for the Postgraduate Certificate in Counselling Supervision and MA Counselling and Psychotherapy at SHU. His many publications include *What Is Counselling?* (Sage, 1995), *Time-Limited Counselling* (Sage, 1997), *Which Psychotherapy?* (Sage, 1997) and *The Sage Handbook of Counselling and Psychotherapy* (Sage, 2012, 3<sup>rd</sup> edn.). He is an external examiner for counselling courses at other universities. Colin includes visits to lecture at The Academy: SPACE amongst other teaching/lecturing nationally and internationally.

Email [colinfeltham@counsellingacademy.org](mailto:colinfeltham@counsellingacademy.org)

**Julie Howorth** BSc, PGCE, Diploma Counselling, PGCert & PGDip Supervision, Foundation Person-Centred Counselling, PGC in CBT/Person-Centred Dialogue. Registered Member BACP.

Julie is Development Director and Course Leader for the Foundations of Counselling course. She also tutors on the Diploma, being responsible for the Personal and Professional Development strand.

Formerly a primary school teacher, since qualifying as a counsellor has worked as a counsellor at Doncaster Rape and Sexual Abuse Counselling Centre. and Sheffield Rape and Sexual Abuse Counselling Service, where her role also included Placement Coordination and Supervision. She also works as a counsellor and supervisor in private practice. Julie has taught counselling at Certificate and Diploma level at Doncaster College, Sheffield Hallam University and The Academy:SPACE. She is currently studying for an MA in Supervision.

Email: [juliehoworth@icloud.com](mailto:juliehoworth@icloud.com)

### **Associate and Visiting Lecturers:**

**Emma Mann**, MSc Psychotherapy Studies, BA (Hons) Philosophy, Dip. Person-Centred Counselling, Dip. Cognitive Behavioural Therapy, Cert. Online Counselling.

Emma joins us this year as a tutor for one group of the Foundation course.

Emma is a BACP Accredited Integrative Counsellor in private practice. Previously she has worked for a number of years as a school and college counsellor and group therapist, and has also worked for Samaritans as a Listening Volunteer. Emma has taught counselling at certificate and diploma level at Rotherham College of Arts and Technology and Dearne Valley College; she has also worked for a number of years as a Learning Mentor and taught English at Wickersley Comprehensive School. Current interests include Existential Psychotherapy and Cognitive Analytic Therapy. She is also currently studying a PGC in Clinical Supervision.

### **Lynne Short,**

**Lynne Short.** BA (Hons); PGCE (adults); Certificate in Counselling; Diploma in Counselling; BSc (Hons) Reflective Therapeutic Practice; Post Graduate Focusing-Oriented Psychotherapy; Certificate in Person Centred Supervision; Diploma in Supervision (BACP endorsed).

Lynne is tutor on the Foundation course and will be teaching Theory and Skills on year 1 of the Diploma course. Lynne is a BACP accredited and registered Therapist and also a Supervisor. Her practice experience includes therapy relationships with adults and young people accessing services based in education settings (schools and colleges); the Voluntary Sector (general and specialised services for adults, young people aged 11 years+); the NHS (staff and the general public) and also as an Independent Therapist and Supervisor. Lynne currently works independently as a Therapist, Supervisor and Training Facilitator. She also provides these services via some organisations. Lynne also has comparable experience of working with groups, and has facilitated and taught within the philosophies of Person Centred, Humanistic - Integrative and Experiential Approaches, on a range of certificated and qualifying counselling training programmes in a Further Education College, a University Centre and currently at The Academy.

Email: [lynne.short.therapy@gmail.com](mailto:lynne.short.therapy@gmail.com)

**Visiting lecturers** and **Placement Providers** with specialist knowledge and skills regularly contribute to various parts of the Programme, especially the Common Personal Problems (Foundation), Assessment and Referral, and Comparative Models (Diploma) modules, as well as to Placement Preparation and Clinical Supervision.

## Important Notes on the 2017=18 Programme

- **Questions and Queries:** Where possible please try to find answers to your questions by consulting your Courses, Study Skills and Module Handbooks in the first instance. **Queries about fees**, administrative matters and placements should be directed to Sally Lee (see pages 5 or 12 for contact info.). **Queries about your studies** should be directed to your module tutor. **Feedback and complaints** should also be taken to your tutor. If there is a reason why you cannot do this please approach Sally Lee (see p.5 for email).
- **Attendance:** Please note that we expect you to plan normal life events to achieve 100% attendance, but recognise this is not always possible. Each module has a minimum attendance of 80% (due to the difficulty of precision with modules of varying length a recommended minimum is in the module handbook). If your attendance falls below 80% for a module you are unlikely to be able to complete assessments successfully, you will probably be asked to submit an additional piece of work, and you may need to re-attend the module.

**Missed sessions:** You are expected to carry out compensatory work of similar duration around the topic of the session, and submit a summary (using a pro forma, which is in this handbook) with your assignment. It is useful to have a mutual arrangement with a fellow student to collect and discuss any handouts from missed sessions and check out what you have missed.

**Punctuality:** We ask you to attend punctually. This is important because experiential work can be disrupted by late arrivals. Should you be late please let a fellow student or tutor know and enter the class as unobtrusively as possible.

If you have concerns about your attendance/punctuality please speak to your module tutor as soon as possible.

- **Recording of Skills Practice:** You will be using audio-recording equipment for a number of Theory and Skills sessions throughout our courses and we have recorders that can be borrowed. If you intend continuing with counsellor training (i.e. if you are taking the Diploma course) it is recommended that you purchase your own audio recorder because you will be expected to record future practice sessions with peers, and with clients.
  - These recorders can be obtained from around £20 from stationery stores or Amazon
  - A trailing microphone is not usually necessary but may improve recording quality with some models
  - Avoid models, which automatically turn off during silences
  - A model that has a light to indicate you are recording can be helpful
  - We recommend you experiment with your recorder, to discover how to use it and get the best quality recording from it, before using it in class.

You will also need a minimum 2GB memory stick so your recordings can be downloaded from the recording device to submit with some assignments (or to download from our recorders so you can listen at home on your PC). Issues of confidentiality etc. will be discussed in class.

### **NB**

We will be able to lend you an audio-recorder, by arrangement, when needed during the Course. During the Diploma course you may also do video recording. We have cameras but you are welcome to use your own if you have one. With all recordings take care to protect your 'client's' confidentiality and privacy by password protecting and having an agreement about deletion of recordings once they are no longer needed. You will need a minimum 4GB memory-stick to download your recording.

## Overview of Our Programme

NB The Current Calendar for courses can be found on the website

### Programme Structure Outline

<b>Foundations of Counselling</b> (Total 104 contact hours inc. tutorials)		<b>Professional Diploma</b> (Total c.460 contact hours inc. tutorials)		
<b>Introduction to Counselling</b>	<b>Developing Personal Awareness, Developing Counselling Skills and Theory, Common Personal Problems</b>	<b>Certificate in Counselling Studies*</b>	<b>Diploma in Counselling Studies*</b> <small>(not a qualification for practice)</small>	<b>Professional Diploma in Integrative Counselling and Psychotherapy</b>
One year: 4 Modules		Foundation + One year (4 Modules)	Foundation + Certificate + One year (4 Modules)	Foundation + Certificate + Diploma + One year (3 Modules)
<small>* NB These are fall-back awards in the event that a student cannot complete the whole Diploma</small>				

**Module timing/duration:** Most modules are 5-10 weeks in duration.

#### Mode/pattern of study

Attendance is normally one half day per week for approximately 30 weeks per year, plus Saturday workshops. During the Foundation Course there is an expectation that you will endeavour to find an environment where you have the opportunity to practice counselling skills (NOT counselling). This activity is in addition to class attendance. During Years 2 and 3 of the Diploma you will undertake a Practice Placement (minimum 100 hours of counselling) and work-based learning (minimum 50 hours which can include any hours undertaken during the Foundation course). All past students have successfully obtained placements with our support (we have a Placement Coordinator to help you) and we maintain good working relationships with Placement Providers, inviting them to meet students during the first year of the Diploma.

<b>Taster Module: Introduction to Counselling</b>			
This short course aims to give an understanding of listening skills and counselling. You will receive a Certificate for attending. This module, or an equivalent, is required as entry to the remainder of the Foundations of Counselling course			
<b>Foundations of Counselling</b>			
Introduction to Counselling (FIC)	Developing Personal Awareness (FDPA)	Counselling Theory and Skills (FCTS)	Common Personal Problems (FCPP)
This course consists of the Taster module (FIC) plus the other three modules referred to above. Together they give you a foundation of knowledge, skills and personal development to underpin your role as a listening helper. If you successfully complete the course and assessment tasks you will receive a Foundations of Counselling Certificate, which details your achievements.			
<b>Professional Diploma in Integrative Counselling and Psychotherapy</b>			
This 3-year part time course (4½ -5 hours per week, term-time, with a couple of Saturday Schools each year) is a professional preparation for a career in counselling and equips students with all the requirements to pursue professional accreditation with NCS and/or BACP, once sufficient counselling practice has been attained. To enter this course you must have completed the Foundations of Counselling courses or equivalent (approximately 100 hours of counselling skills and theory training)			

## **Progression and Career Routes**

Graduates of the Foundations of Counselling Course are likely to use the training to enhance an existing role and/or to proceed to the Diploma. A wide range of public and private sector job roles benefit from sophisticated interpersonal skills, for example: pastoral and support duties in teaching, careers, health, human resources, housing and other public sector jobs, and voluntary and faith-based roles. Newer job roles such as Learning Mentors and IAPT workers also depend on similar qualities and skills. Students who successfully complete these courses may progress to counsellor training at the Academy: SPACE, or elsewhere. Past students have attained or enhanced roles and careers in all these settings.

Graduates of the Professional Diploma in Integrative Counselling and Psychotherapy can proceed, usually once further client-work experience has been gained, to apply for counsellor employment or to become a private practitioner. On graduation they gain access to NCS's AR (see our website for information about accreditation and the AR). They may also apply for individual NCS or BACP Accreditation, which opens up greater counselling employment potential, for example with EAPs (employee assistance programmes). Many graduates progress to specialist courses, for example: in-depth training in a particular theoretical orientation; a complementary approach (for example hypnotherapy); or related to a client group or problem (for example work with children, trauma, sexual abuse, substance misuse).

Past students include many who have eventually moved successfully into private practice and others who have gained posts in the NHS and other public services as well as some who have gained paid counselling employment within the voluntary sector. It is important to give due weight to your prior experience as well as the knowledge and experience you develop through the course and placements. Your future roles will build on your unique combination of personality, values, life and work experience and relevant training, including CPD (Continuing Professional Development). You are invited, and encouraged, to take advantage of low-cost CPD provided by our Counsellor Development Forum.

## **Aims and Objectives of our Courses**

Our courses aim to deliver training that meets both professional and academic standards. They are intended as foundations to build from in your developing career as a listening helper/counsellor. In a field that is still developing as a profession, these courses aim to:

- ❖ Carefully select suitable trainees
- ❖ Support the development of your theoretical knowledge, including a critical approach
- ❖ Foster an environment where your personal, professional and skills development can flourish
- ❖ Monitor the safety and effectiveness of our students
- ❖ Engage and promote your commitment, enthusiasm and creativity as a developing practitioner.

Counselling training was offered at Sheffield Hallam University (SHU) for many years and some members of the Tutor team worked together at SHU for a number of years, prior to the setting up of The Academy: SPACE. When the university discontinued the specialist counselling courses it supported and encouraged The Academy: SPACE to go on to deliver them in the private sector.

Like some other providers of counselling courses that used to be delivered in universities, we have made the decision not to link our courses with a university but rather with professional accreditation (NCS and BACP). Our experience of university validation is that it has become increasingly bureaucratic, and tends towards favouring academic requirements at the expense of clinical and personal development. However, we do aim to develop the academic and scholarly skills of our students to as high a level as the individual student can, and wishes to, attain.

The Programme has been re-designed with the latest NCS and BACP criteria in mind, closely based on the courses previously delivered at SHU. The previous counsellor qualifying course (the SHU Dip HE) was accredited by BACP, but this had to lapse due to the change of institution. The new counsellor-qualifying route is the Professional Diploma in Integrative Counselling and Psychotherapy, which includes a Foundation year that can be taken as a stand-alone course. Diploma Course Accreditation by NCS was achieved in July 2014, and re-accreditation by BACP may be sought at a later date.

BACP expects counsellor training courses to have an identifiable Core Theoretical Model (CTM) which should guide your understanding and work with clients. Our CTM is primarily a Relational Model and you can find a detailed description of the model in this Handbook.

Each person who seeks counselling help brings their own set of personality traits, history, values and beliefs, their way of relating, particular issues or life challenges, and so on. To respond helpfully, the practitioner needs a balance of relationship skills alongside skilled assessment and choice of intervention, backed by comprehensive and researched-informed theory.

During the Foundation year a basic version of our CTM framework is introduced and then elaborated during the remainder of the Diploma training. We encourage you to gradually develop your own integration.

It is important for you to understand that our model is just one of many approaches to theoretical integration - *there is no single Integrative Model*. **All** theories are the result of research, reflection on practice and careful thought, each may have something useful to offer and none has all the answers. You will come across theories about human psychological problems and normal human development, and theories about how therapy proceeds and works, as well as relevant ideas from other disciplines, e.g. sociology, philosophy, politics. Human beings, their social context and the therapy process, are complex and no existing single theory contains all you might need to know to be an effective practitioner, so we encourage you to read and study as widely as you can and to be critical in your reading.

Our CTM is described below in a discussion document - so called because it is a work in progress rather than a final and definitive version. We expect you will participate in discussing and evaluating the model during your training. As you progress through the Programme you will encounter increasing levels of complexity. It is worth pointing out that you are likely to feel confused, and possibly overwhelmed with ideas and your reading, and about your own emerging approach and the courses' theoretical orientation. This is an expected part of the learning process, which gradually moves towards coherence especially when applied in practice and supervision later on in the Diploma.

### Statement of Adherence to Subject Benchmarks

It is likely that many readers will prefer to skip this section. However, if you are hoping to proceed to counsellor training (here or elsewhere) you may find it useful to familiarise yourself with it.

- The original source of our subject benchmarks has been the professional body, BACP. BACP makes a number of detailed recommendations for accredited courses, with reference to National Occupational Standards. The professional body NCS applies a similar rubric. The SHU Diploma was originally written by Professor Colin Feltham, and has been updated by The Academy: SPACE to continue to take account of BACP's recommendations, particularly the most recent accredited courses guidelines contained in the Gold Book which came into force in 2014, and the requirements of NCS. On successful completion of the Diploma NCS student members are eligible to enter the NCS AR (see notes about government regulation and the AR system)
- NCS and BACP set no criteria regarding **academic level** of study. NCS values a vocational approach.
- It is important to distinguish the requirements for NCS/BACP **course** accreditation from the requirements an **individual** needs to meet when applying for professional body accreditation as a practitioner. Attending a course accredited by NCS or BACP does not automatically confer professional accreditation on an individual, who has to apply as an individual and satisfy a number of criteria in addition to their training.

In summary, the key combined elements required of an accredited training as set out by NCS and BACP are listed here *with our answers in italics*:

- In depth training: *at least* 450 hours structured learning time (of which 400 hours must be staff-student contact time). This must be **at least** one year full time or 2-3 years part time.

*The Diploma programme, in total 4 years part-time, comprises our training route for a qualified counsellor. This includes around 555 hours of teaching, of which at least 450 comprise the Diploma. Entry to the Diploma is dependent on successful completion of our Foundation year or equivalent.*

- Core course staff (minimum two) should be members of an appropriate professional body with a complaints procedure to which they are subject and the majority of course staff should have current counsellor/psychotherapist accreditation or be registered with an appropriate professional body to an equivalent level, and should be in current, supervised practice.

*At least two of the current core teaching team meet all these criteria, and all teaching staff are expected to be members of an appropriate professional body.*

- Admission: Core staff must be involved with selection, and BACP requires that the course must demonstrate that applicants are assessed for the attributes they list:
  - *Candidates are given the list of BACP's required attributes.*
  - *Applicants are asked to complete a Statement of Fitness to Practice.*
  - *As well as an Application Form the applicant is asked to submit a personal statement which also addresses any of the issues in the Fitness to Practice Statement*
  - *Where possible candidates provide a sample of written work.*
  - *All candidates who appear to meet the entry criteria are interviewed by core staff using a standard schedule of questions designed to address the criteria.*
  - *All candidates are interviewed at entry to the Foundation course and again for Diploma continuation (i.e. there is no automatic progression).*
- Regular and systematic opportunities for self-awareness development, self-exploration, self-examination and reflection in a confidential setting for students to develop an understanding of themselves.

*To some extent this is integral to most modules of the course, and the ethos of the course emphasises the place of self-awareness, ethical practice and boundaries of confidentiality. However, particular emphasis occurs in the following:*

- *Foundation: Developing Personal Awareness module*
  - *Diploma module: Human and Personal Development*
  - *Diploma module: Social Contexts, where attitudes and core beliefs are challenged*
  - *All structured practice during each year of the course requires students to reflect on the role of self in relation to practice and the experience of being in the client and observer roles, and in the light of feedback given and received.*
  - *All students are required to keep a personal journal throughout the course and to draw upon their reflections for several assignments.*
  - *Students are also required to undertake personal therapy at some point and write a reflective essay about this experience.*
  - *Within Community Meetings on the Diploma there is an active encouragement to reflect on and connect learning and also to address group dynamics.*
- Developing reflective learners/practitioners who take responsibility for, monitor and evaluate, their learning

*Various activities contribute to the development of reflective practitioners, some of which are described above. This also includes:*

- *Opportunities within structured activities and through assignments to self-evaluate and learn self-monitoring skills*
- *Built-in time for tutor and self-directed study groups*
- *The Professional Skills and Trends module (Diploma) raises awareness of the ethical demand for these attributes*
- *Clinical Supervision and preparation for supervision support reflexivity and self-evaluation*
- *In some modules students are required to submit a self-assessment of their work*

- *Encouragement to attend our Counsellor Development Forum.*

- Structured teaching and learning experiences and regular opportunities for observation, practice, feedback (from staff and peers) and review in order to develop an understanding of the counselling **process** in relation to the Integrative approach of the CTM.

*A key feature of each year of the Programme is extended, observed (and usually recorded) practice within a structured framework to provide tutor, peer and self feedback. Related assignments require students to reflect on their learning in the light of this experience and the CTM, which is a process-orientated model including defined skills.*

- Students must be given opportunities to understand and develop their ethical-mindedness and familiarity with ethical frameworks, including related to practice.

*Ethical-mindedness imbues much of the teaching and is enshrined in the CTM and in assessment criteria, and particularly features in*

- *The theory and skills modules of the Foundation course where these concepts are introduced*
- *Attention to, and negotiation of, the ethical boundaries of the training group, for class-based personal development activities, skills practice and for Clinical Supervision*
- *The Social Contexts and a short Ethics module in Year One and the Professional Skills and Trends modules of Year Two of the Diploma course.*
- *Activities in preparation for Placement and for making good use of Clinical Supervision*
- *Clinical supervision (in-house), where ethical issues are identified and discussed*

- The course must keep abreast of developments in the profession and help students to develop critical awareness of research, research methods and developments in the field and their relevance and application to the CTM and practice.

*This is done in the following ways:*

- *All students are encouraged and supported to join NCS and/or BACP and all Diploma students are **required** to become student members of NCS and/or BACP.*
- *All core staff maintain their professional development and include material that is up to date and topical in teaching.*
- *This is fostered in students through a stated expectation that references must include up to date references and journal/research articles when relevant and appropriate.*
- *Outside speakers with particular areas of up to date knowledge and expertise are invited to teach certain topics.*
- *Certain modules across each of the four years particularly require or teach this, for example: Foundation – Common Personal Problems; Diploma – Assessment and Referral; Professional Skills and Trends; Comparative Models*

- Questions must be addressed about the nature and development of human beings (a), including the development and perpetuation of psychological problems (b), and pathology (c), including psychopharmacology and the social context of mental health (d), and the process of therapeutic change, including therapeutic interventions and comparisons with other models (e).

*Students are given a description and rationale for our CTM that explicitly addresses these points. Many modules contribute to explaining, exploring and critically examining the CTM and these issues in different ways, notably:*

- *Foundation: Developing Personal Awareness (a); Common Personal Problems (b, c and d)*
- *Theory and Skills modules throughout the Programme (e)*
- *Diploma: Assessment and Referral (b, c, d and e); Social Contexts (d) Clinical Supervision (a, b, c, d and e); Comparative Models (a, b and e).*

- Students must undertake substantial and regular client work, compliant with an Ethical Framework and training requirements, recorded in a professional log and must be assessed for their readiness to undertake this work.

- *Students on the Foundation course are expected to find an appropriate outlet to practice their counselling skills as part of work-based learning. The admissions process ascertains their readiness to do this and is monitored during the course and through assessments.*
  - *Counselling Practice placements are undertaken as part of the Counselling Supervision modules in Years 2 and 3 of the Diploma. These are in line with professional body recommendations and supervised in-house, to required standards, as an assessed part of the Diploma course, including the ethical framework.*
  - *The admissions process followed by the preparatory modules of the Foundation course (or equivalent) and Year One of the Diploma (including assessment) contribute to the judgement about (and timing of) readiness.*
  - *Students maintain and submit logs of counselling, supervision and work-based learning, as part of the assessment process, on completion of the required counselling hours.*
- Sufficient theory and substantial written work is required to support the development of a substantial body of knowledge and ability to critique and students should be given clear information about assessment expectations.
    - *Teaching of certain modules is particularly theory orientated and all modules include relevant theory from a broad spectrum of psychological, sociological, philosophical, medical, political and related disciplines.*
    - *All modules require written assessment in various forms, typically equivalent to 2,500-3,000 words each.*
    - *Students receive module descriptions and handbooks as well as additional class input and discussion about assessment tasks and expectations.*
    - *Published assessment criteria demand reference to substantial theoretical sources and the ability to critique, gradually increasing in expectations over the duration of the Programme.*
  - Course evaluation: Regular staff meetings; student feedback processes including staff-student meetings; Complaints Procedure.

*The core staff team meets regularly. Members of the core team meet with Associate Lecturers. There are regular formal and informal arrangements for student feedback through regular Community Meetings, Course Committee Meetings (twice yearly), module feedback (usually at the end of a module). Course Evaluations are completed at the end of the course. SurveyMonkey is also used to gain anonymous feedback. There is a Complaints Policy and Procedure and an Equal Opportunities Policy.*

The requirements for regular and systematic self-awareness and skills development presume regular attendance. The professional bodies do not require proof of attendance when an individual applies for accreditation, relying on the conferring of the Award. During the course accreditation process it is usual to expect to see that attendance is monitored: a sign-in process is in operation and an expectation of 100% attendance with a minimum 80%.

The Diploma meets the *training* components required by NCS and BACP for an individual to gain accreditation. The advantage of course accreditation for the student is some assurance of professional standards. Course accreditation also enable you to enter an Accredited Register (AR) of counsellors. AR's are approved by the government through the Professional Standards Agency, and administered via professional bodies. NCS and BACP are bodies that have achieved this approval for ARs in counselling.

## General Information

**Location details:** All teaching and learning currently takes place at The Academy: SPACE premises at The Coach House, 1A Filey Street, Sheffield S10 2FF

**Email** [enquiries@counsellingacademy.org](mailto:enquiries@counsellingacademy.org)

**Telephone** 07977 287485 (administrator)

**Public Transport:** For information visit The Academy website [www.counsellingacademy.org.uk](http://www.counsellingacademy.org.uk)

**Parking:** Students are encouraged to car share or use public transport. Within a short walk there is on-street parking, metered and unmetered with a maximum daytime limit of 4 hours, free after 6.30 p.m and Saturday/Sunday. There is a small car park on Broomspring Lane, just off Hanover Way. Students requiring disabled parking should speak to the administrator.

**Local Facilities:** On Glossop Road at the top of Wilkinson Street are several sandwich shops and takeaways. There is a Sainsbury's Local at the Glossop Road-Upper Hanover Street intersection by the university tram stop. There are other restaurants etc. and the Sheffield University student union café (just off Glossop Road).



**NUS Extra:** You are entitled to sign up to NUS Extra's discount card (for a small fee) giving valuable discounts at various outlets. See [www.nus.org.uk/en/nus-extra/discounts/](http://www.nus.org.uk/en/nus-extra/discounts/) The Academy: SPACE is listed under 'T'.

## Learning Materials

**The Academy: SPACE** has a small specialist library from which you can borrow books and journals for **short periods**. Please feel free to suggest titles to add to the library - we continue to add to it every year. See the information about the Library and borrowing in the Study Skills and Personal Development Handbook.

**The Adsetts Learning Centre (LITS: Learning and IT Services)** at SHU City Campus, and the **Collegiate Learning Centre** at SHU Collegiate Crescent Campus are where you may be able to join the university's library as an external member under certain circumstances (current cost around £30) and access library facilities, journals and the computer-based catalogue. SHU usually has multiple copies of the most used texts, but inevitably there is occasionally pressure on certain titles. You will be able to order books from Collegiate at the Adsetts Centre and vice versa.

**Your local library:** You should be able to order books and journal articles at your local lending library. We expect you to purchase *some* books and you may wish to discuss this with tutors and fellow students in to decide which will be the most useful investment. Module tutors will identify key texts.

**Professional Bodies:** You are encouraged to enrol as a student member of a professional body at the earliest opportunity. As the Diploma course is Accredited by NCS this would be the most appropriate one to join and this will give you AR status when you qualify. **It is a requirement of the Diploma course that you join a professional body, and you will have to provide evidence that you are a member at the end of years two and three.** You can consider joining BACP. Although it may seem an unnecessary expense to join both, BACP gives invaluable access to additional resources - you will receive copies of useful journals. Both bodies have online resources, including information sheets and advice. We can act as sponsor and supply necessary confirmation of student status for both bodies.

**Other sources of learning support:** Please advise tutors if you have any learning problems, for example not being able to hear well in class or dyslexia (see this helpful website: <http://www.beatingdyslexia.com/>). We find that quite a few students have gone years with undiagnosed learning problems. Reasonable adjustments will be negotiated to accommodate your needs.

**Tutorials and study groups:** You will participate in a study group from time to time, to explore and share learning and gain mutual support. At the beginning this may be fairly structured with reading and tasks set, but it is anticipated that you will become more self-directing. You will have scheduled group and/or individual tutorials. You may ask for a tutorial from your module tutor, or any other member of staff you believe may be best able to help with a particular academic or personal issue.

### **‘Housekeeping’ Points**

Although each group will discuss and establish a number of its own ground rules there are some matters worth pointing out from the beginning:

**Equal opportunities:** We are committed to policies based on equal opportunity principles and expect students to behave accordingly, i.e. to treat others with respect and behave in a non-discriminatory fashion. Please see the Code of Conduct below.

**Meals and refreshments:** There are cafes and sandwich shops in the vicinity but they usually close by 5.00 p.m. There are pubs nearby. You are welcome to bring your own food and use the kitchen facilities at The Academy. **Tea, coffee, milk, squash and biscuits are supplied.** We prefer you to eat *between* classes. Please wash up and keep these shared areas tidy, particularly because the kitchen is very small!

**Phones:** Please switch off your mobile phone (or put on vibrate) during classes.

**Safety and security:** The Academy: SPACE cannot be responsible for your personal possessions. Please take particular care about closing external doors when entering and leaving the building to protect the safety and security of The Academy: SPACE, fellow students and other occupants of the building (we have previously had an opportunistic theft and a break-in). Given the nature of evening attendance in particular, you should take necessary steps to protect your own safety when leaving the premises. Make sure you know how to exit the building in case of fire and where the muster area is (opposite side of the street).

**Smoking:** All indoor areas, and areas outside entrances, are required to be smoke-free and vape-free.

**Timekeeping and attendance:** *Please note important information about punctuality and attendance in your Terms and Conditions and on page 6 above.* Messages about unavoidable absences or lateness should be advised, via a peer or direct, to the tutor, or if this is not possible, with Administration on ☎ 07977 287485 or by e-mail [enquiries@counsellingacademy.org](mailto:enquiries@counsellingacademy.org). Please arrange with a fellow student to collect any hand-outs for you - photocopied chapters and similar items may not be available electronically.

### **Feedback and Complaints**

The Academy: SPACE welcomes feedback at any time: we hope that on a course of this nature you will feel able to ask or suggest anything that may help to improve communication, transparency, course content, delivery, and so on. Some negotiation will take place, where possible and appropriate, regarding experiential exercises, role-plays, membership of small groups etc.

At particular points feedback will be formally requested, for example, normally, at the end of a module. We often use **Survey Monkey** to collect feedback anonymously and it is important that you take the time to consider and give us constructive feedback via this means. Course Committees (see below), and Community Meetings on the Diploma, also give opportunities to clarify issues and give us feedback.

Please see the end of this Handbook for a statement about Feedback and Complaints and refer to the website for our Complaints Policy and Procedure and Equal Opportunities Policy.

**Courses Committees (Foundation and Diploma):** Course Committees are opportunities to give feedback about the student experience and ask any questions. Each course normally appoints a student representative to meet with teaching staff on up to two occasions a year. These meetings allow students to raise matters anonymously via their representative if they wish.

# Professional, Ethical and Clinical Issues

## Professional Conduct

As a student of The Academy; SPACE you are considered to be an ambassador for us as well as for the profession of counselling. Students are expected to behave professionally and uphold the ethical principles in all situations. Any significant changes to your health or circumstances that could have an impact on your capacity to work safely and ethically, in class or in placement, should be discussed with your tutor or the Programme Director.

### Codes of Ethics

As counselling, and the use of counselling skills, demands stringent ethical practice it is important that you acquaint yourself with the up to date version of the NCP Code of Ethics **and** the BACP Ethical Framework for Counselling and Psychotherapy, which The Academy adheres to and will introduce to you. You can download your own copy of the NCS Code at [www.nationalcounsellingsociety.org/about/code-of-ethics/](http://www.nationalcounsellingsociety.org/about/code-of-ethics/) and BACP's Ethical Framework from [www.bacp.co.uk/ethical\\_framework/](http://www.bacp.co.uk/ethical_framework/). These documents are also available on display in our library.

### Code of Conduct

***This Code is displayed on our premises and you are expected to take note and adhere to it***

**The Academy: SPACE expects students and all staff to conduct themselves in a professional manner** whilst engaged in their studies/work, including relevant activities undertaken off our premises. The role of counsellor is a responsible, sensitive and professional one. As such, this course has expectations about the *professional and personal* conduct of students and staff, particularly when representing the profession of counselling at The Academy: SPACE, in Practice Placement, or when working off-site. We expect you to conduct yourself in a manner that enhances, and does not bring into disrepute, the discipline, the counselling profession or The Academy: SPACE.

The following points are in addition to the requirements of the *NCS Code of Ethics* and the *BACP Ethical Framework for Counselling and Psychotherapy 2016*.

#### **It is expected that you will:**

1. Ensure that negative considerations of religion, sex, race, age, nationality, party politics, social standing, class, self-interest or other extraneous factors, do not diminish your participation, practice or relationships with others (on and off-site) during the course or your work with us
2. Not exploit, for self-gratification, any relationship of influence or trust which exists between yourself and peers/students, colleagues, tutors and clients
3. Ensure that your physical or psychological condition is fit for participation and practice and not impaired as a result of alcohol, drugs, illness or personal stress, such that your abilities, participation or professional judgement are seriously affected; and that you will take appropriate action and seek support if you find yourself in this position
4. Enhance, and do not inappropriately undermine, public confidence in your own ability, and that of other counsellors and members of other professions
5. Acknowledge the intellectual property and research of others and give due credit to the contributions of others in any collaborative work you undertake
6. Bring any allegation of misconduct by a professional colleague to the attention of those responsible to investigate. Do so without malice and avoid unnecessary breaches of confidentiality. If you are the subject of allegations yourself, take all reasonable steps to assist those charged with the responsibility to investigate.

For The Academy: S.P.A.C.E., Gail Evans, Programme Director.

## Professional Associations

We hope you will join NCS (National Counselling Society) and suggest that Diploma students also consider joining BACP (British Association for Counselling & Psychotherapy), at the moment, the largest professional body in this field, (there are others, for example UKCP and the web based [www.counselling.ltd.uk](http://www.counselling.ltd.uk)). If you are interested in eventually gaining Accredited status with NCS or BACP you will need to be a member and we advise you at an early stage to consider your individual career direction and needs in the light of professional body information. BACP has a reduced rate for students and we will provide evidence of your enrolment and references/sponsorship as applicable for either body.

The professional bodies are a good source of CPD (continuing professional development) events; information, through their websites, journals, newsletters etc.; and professional support.

NCS and BACP have been involved in negotiations with the government on statutory regulation of counselling, so are reliable sources of information about this development in our field, which is likely to affect your future. Whichever professional body you choose to join, it is YOUR organisation and represents you, so don't think of it as 'them'.

Recently a Union has been inaugurated for counsellors and psychotherapists – see <http://pandcunion.ning.com/>. Unite also has a section for counsellors (see <http://www.unitetheunion.org/>)

## Continuing Professional Development

This is a necessity for counsellors and there is an annual requirement for Accredited counsellors (typically 30 hours). We hope you will take opportunities to add to your learning by attending appropriate workshops or conferences. Our Counsellor Development Forum was inaugurated in 2005, by Gail Evans, now managed by Sally Lee, to offer low-cost support and networking to counsellors, psychotherapists and other interested parties in the region. It meets regularly, with talks, workshops and attendance certificates provided. You are encouraged to attend the talks whilst you are a student - there are a (limited) number of half-price places for our students. Diploma students are required to undertake 50 hours of Work-Based Learning, which could include attendance at such CPD. You will be automatically signed up for the email mailing-list. Information that The Academy receives about other events and job opportunities will be passed to members of this forum.

## Personal Development and Personal Therapy

Most psychotherapy training requires trainees to undergo substantial amounts of their own psychotherapy and many counselling courses have similar requirements. It is not an NCS or BACP *requirement* that courses insist on this, or that counsellors *must* undergo personal therapy, and some are actively opposed to coercion of trainees. See the NCS and BACP websites for individual accreditation requirements.

Whilst there is currently no research evidence that personal therapy leads to practitioners being more effective, our view is that it is beneficial to understand what it is like to be in the client's position by experiencing therapy at some point. Our experience as tutors is that students who have undertaken therapy often have a keener sense of how vulnerable and exposing it feels to be a client, and have less fear of working at relational/emotional depth. Therapy can support your personal development and support you when you, inevitably, bump up against unprocessed emotional issues during training. We therefore expect all students who progress to the Diploma to undertake their own individual counselling (as clients), but when they most feel a need to. Some have had such experience before beginning the Diploma. In certain circumstances individuals may be strongly advised, by one of the tutor team, to seek counselling.

We ask you to have undertaken at least ten hours of counselling at some point and, towards the end of the course, to write an assignment that reflects on this experience. It is therefore beneficial to record your reactions and reflections on the experience of counselling as soon as possible and if you received counselling some time ago you may prefer to have a more up-to-date opportunity to enable you to do this.

We expect that everyone will gain considerable personal learning within the personal development aspects of the Programme.

## Placements, Work-Based Learning and Clinical Supervision

There are two types of placement:

a) **Work-based learning (WBL)** ideally forms part of the Foundation Course experience - where you can practice *counselling skills* (this is not as a counsellor) and develop a feel for an agency and its client group. You are encouraged to find a suitable environment, in discussion with your module tutor, which may be an existing work place or voluntary activity where you can, if possible, complete around 20 hours of experience. You are encouraged to find proper support for this activity, but it is not a requirement that you have clinical supervision. WBL continues as part of the Placement and CPD experience in the Diploma training.

b) **Counselling Practice Placements** form part of the Diploma experience, where you practice counselling in a supported environment. It is a course expectation, in line with most professional body requirements, that you complete a *minimum* number of hours of supervised counselling during your training (currently 100 hours, not including no-shows) before the award can be made. Clinical Supervision is provided as part of our Diploma. You will receive advice and guidance about these matters during the Diploma.

You are also expected to complete at least 50 hours of work-based learning as part of the counsellor-qualifying course. This can include hours completed during the Foundation Course, so it is important to keep a record of these. WBL includes all activities that support your role in placement, such as induction, meetings, shadowing, as well as relevant additional training in or outside placement.

More details about Counselling Practice Placements will be provided in the relevant module handbook and you will be given preparation for starting into placement as part of the Diploma course.

### Cause for Concern Process

Should anything arise that gives the Academy: SPACE team, or your Placement, cause for concern about your progress we have a process that is intended to support you. It is anticipated that the training will present many challenges that you will rise to, but others that for a variety of reasons you may not manage so well and that means you may at times need support and guidance in addition to the normal supervision, tutorials and informal support from peers and tutors. This is part of the learning process, as is making mistakes and gaining the competence and confidence to recognise and admit them and seek support.

Examples of things that may cause concern include: difficulties with attendance; struggling with applying knowledge, theory or ethics to your self or assessment requirements or practice; not meeting the expected skills development; lack of self-care; not using supervision or mentoring to good effect or communicating appropriately about concerns you may have; concerns about your professional conduct, including potential risks to clients.

### Core Theoretical Model: Discussion Document 2017

The Academy: SPACE's Core Theoretical Model (CTM) encompasses certain beliefs, based on research, experience and the observations of leading theoreticians and practitioners in the field of counselling and psychotherapy. To summarise, we put the therapeutic relationship and responsiveness of the counsellor at the heart of the working model. Our CTM is **an** integrative model - i.e. just one of a number of differing integrative models - and is regularly updated in the light of new knowledge and research.

This CTM is an integration of

**Relational** ideas (primarily Rogers' person-centred approach and Clarkson's (1995) relational model) and influenced by Attachment Theory (see Holmes 2014)

**Social learning and intervention/skills-based** approaches (e.g. Carkhuff, Egan, Lazarus), and

An emphasis on the importance of **feedback-informed** practice in the counselling **and** training process.

Our approach is based on a great deal of research evidence that claims the therapeutic relationship may be a crucial variable in counselling. However, it is arguably **not** sufficient to meet a wide array of client

problems (Carkhuff, 1969; Egan, 1994; Lazarus, 1989). Clients have varied goals, attributes, backgrounds, motivation and personal theories and expectations of change, so practitioner-responsiveness to the individual is vital (Cooper 2008, Bohart and Tallman 1999).

A strong therapeutic working alliance is believed to be crucial, and we use the Core Conditions and other ideas relating to the development of the therapeutic relationship to provide a solid foundation in this area (e.g. Clarkson's 1995 five types of relationship; Feltham, 1999; Yalom, 2003). However, counsellor knowledge, decision-making, skilful interventions and client activity are also crucial. As Carkhuff (1969:116) put it:

Even when the core, facilitative, and action-oriented dimensions are present in a helping relationship, the help may be unable to surmount certain difficult problems or to achieve certain goals. Other means are necessary to enable him to resolve his problems or achieve his goals.

To support trainees to identify suitable 'means' the course uses the framework devised by Lazarus (1989) and elaborated by Evans (2013). For a discussion of the 'pure' person-centred approach and how it differs from Egan, Lazarus and others, see Bozarth (1997).

Briefly, the current CTM of this course suggests (following the outline of Dryden, 1996) that:

- A. Psychological health is characterised by:
  - a. A sense of well being
  - b. Resilience
  - c. Self-determination
  - d. Awareness of and ability to relate to others
  - e. Creativity and problem-solving capacities.
- B. Psychological disturbance is characterised by:
  - a. Self-destructive behaviour, thoughts and feelings
  - b. Inability to learn from insight and experience
  - c. Vulnerability to depressive, anxious and other disorders
  - d. Chronic or acute difficulties in relationships and social activities.

### **We hold that**

1. Human beings are probably basically self-actualising and adaptive: we have inner resources to survive and thrive, and a tendency to grow, develop and manage choice and change.
2. We also have *pre-disposing* factors that may contribute to life-problems: individual emotional, physical and psychological vulnerabilities; powerful inherited biological tendencies (Stevens and Price, 1996); widely varying personal circumstances and life chances. Within these, most strive to survive and develop optimally and pro-socially. Individuals *become* psychologically disturbed due to:
  - a. Early deprivation and abuse
  - b. Maladaptive family traits
  - c. Faulty learning and learning deficits (for example, lifelong irrational and/or anachronistic beliefs or lack of problem-solving knowledge)
  - d. Counterproductive habits
  - e. Repeated and/or overwhelming traumatic life events, damage or conditional acceptance, including emotional, physical and sexual abuse and bullying, at key stages of development, as a child or young person and/or in adulthood.
3. Life circumstances and experiences *precipitate* emotional and behavioural difficulties.
4. Such disturbances are *perpetuated by maintaining factors* - early and repeated reinforcement (through current relationships and patterns of relating, life circumstances etc.) of, for example:
  - a. Poor self-image, sense of helplessness and low mood
  - b. Innate or acquired vulnerability to abuse or conditional acceptance and its long-term effects

- c. Failure to observe changed circumstances (and hence a tendency to act **as if** a threat is still present when it has long since gone)
  - d. Fear of risk-taking and avoidant behaviour
  - e. Habitual, and sometimes unconscious, patterns of relating and of behaviour.
5. To meet changing, and sometimes adverse, circumstances successfully we have to learn, re-learn, unlearn, adapt and compromise when we negotiate with our environment. People *change* for many reasons. When *precipitating* factors make their life-situation more difficult or intolerable people may seek help because:
- a. Circumstances themselves change, making it harder to maintain old patterns
  - b. Counterproductive behaviour becomes more painful than the effort and risk involved in trying to change
  - c. Ageing, development and self-reflection present new opportunities and challenges
  - d. Individuals notice that their change/problem-solving efforts to date (including defensive efforts and denial) have failed, and seek others
  - e. New relationships are formed and new learning takes place.
6. The goals of this model are to provide a safe setting and an effective, supportive, appropriately responsive and challenging therapeutic relationship in which the client can engage in personal reflection and necessary new learning can happen.
7. **Most** clients are suitable for this approach. The normal process is likely to follow this pattern:
- a. Comprehensive, if informal, collaborative assessment (initial and on-going) of the client's needs, problems and their severity, leading to identifiable areas for active work towards problem resolution or significant improvement
  - b. A working alliance and therapeutic relationship are built guided by clear contracting, person-centred principles and informed by Clarkson's Five Types of Relationship to ensure flexibility and appropriateness of the therapeutic response to the individual client presentation, therapeutic context, therapist skills etc.  
*(NB It may be that for many clients a close and confidential therapeutic relationship is indicated and sufficiently beneficial).*
  - c. Aims to proceed at a pace suitable for the client by facilitating on-going feedback, with timely reviews, making suitable adjustments; and with anticipation and preparation for the ending of therapy and potential relapse (*future-proofing*)
  - d. Collaboratively identifies interventions deemed likely to best address the client's particular concerns, using the BEST-I BEST RU matrix as a guide, and considering whether these are in the helper's/counsellor's repertoire; with in-session and between-session tasks where appropriate.  
*(NB Counsellors must be alert to the dangers of dependency and aimlessness and the need for specific skills (e.g. of challenge, goal setting, etc.) and, where appropriate, for specific techniques, such as: assertiveness, relaxation training, cathartic work, etc. (Lazarus, 1989; Thompson, 1996). In practice, beginning counsellors are likely to use a modest range of techniques that they have had an opportunity to experience in training (e.g. simple social/life skills training; cathartic interventions; role-play; homework setting; etc.), which they will complement and add to through continuing professional development activities).*
  - e. Has a built-in concern for realism and referral when indicated.
8. This approach is likely to work well where bonds, goals and tasks (Bordin,1979) are understood, agreed and worked with. Its limitations may be evident where either the client or counsellor are unable to focus and/or are committed to very long-term counselling with ambitious but ill-defined aims in the area of deep personality change.
9. However, this approach may be unsuitable for some including those:
- a. Experiencing severe mental ill health
  - b. Unable to form or endure therapeutic relationships

- c. Whose problems require highly specialised skills with which the individual counsellor is not equipped.
10. Counsellors most suited for this model of counselling will be:
- a. Able and motivated to reflect on and learn from their own experience
  - b. Able to offer acceptance and genuineness
  - c. Willing to learn to enhance their empathic ability and to vary their relational style and interventions according to clients' needs and in response to invited feedback
  - d. Appreciative of the usefulness of different techniques and able to make discriminating and collaborative decisions as to their use, with reference to clinical supervision, relevant research evidence and the possible need for referral, as appropriate.
11. Counsellors not suited will include those dedicated to one single way of working, over-concerned with certain aspects of clients' lives without good therapeutic reasons and those wanting to produce solutions (take an 'expert' role) for their clients.
12. Inevitably, different tutors will have varying strengths, limitations, experience and interests and you may initially feel confused about how these differences are encompassed in our Core Theoretical Model. It is also acceptable and even healthy to have doubts (Colin Feltham has doubts about the whole core model ideology: Feltham (1997) and Petruska Clarkson warned of the dangers of 'schoolism' (1998). We also anticipate that every student will develop differently and you may go on to further training in a particular theoretical specialism - this course and model is a starting point and foundation.

*Please note that professional bodies look for evidence that the model permeates the course, that students understand it as a coherent model and that it is delivered coherently by the staff team. In line with the model, the course aims to facilitate good working relationships of trust and challenge and to enable a variety of opportunities for giving us feedback.*

**For those who find it easier to relate to a diagram a graphical representation of the model, as it relates to the training and course content, appears below, p23.**

Originator: Professor Colin Feltham. Edited and updated by Gail Evans annually – current ed'n July 2017

## References

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- Bordin, E.S. (1979) The generalizability of the psychoanalytic concept of the working alliance, *Psychotherapy: Theory, Research and Practice*, 16 (3), 252-60.
- Bozarth, J. (1997) The person-centred approach, In C. Feltham (ed) *Which Psychotherapy?: Leading Exponents Explain their Differences*, London: Sage.
- Carkhuff, R.R. (1969) *Helping and Human Relations*, Vol. II Practice and Research, New York: Holt, Rinehart & Winston.
- Clarkson, P (1995) *The Therapeutic Relationship*. London: Whurr (see Clarkson and Wilson below for up to date edition)
- Cooper, M (2008) *Essential Research Findings in Counselling and Psychotherapy: The facts are friendly*. London: Sage
- Dryden, W (ed) (1996) *Individual Therapy: A Handbook* (3rd edn), London: Sage.
- Egan, G (2010) *The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping*. 9th edn. London: Wadsworth
- Evans, G (2013 edn) *Counselling Skills for Dummies*. Chichester: Wiley
- Feltham, C. (1997) *Challenging the core theoretical model*, *Counselling*, 8 (2), 117-21.
- Feltham, C (ed) (1999) *Understanding the Counselling Relationship*. London: Sage
- Holmes J (2014) *John Bowlby and Attachment Theory*. Hove: Routledge
- Lazarus, A. A. (1989) *The Practice of Multimodal Therapy*, Baltimore, MA: Johns Hopkins University Press.
- Stevens, A. & Price, J. (1996) *Evolutionary Psychiatry*, London: Routledge.
- Thompson, R.A. (1996) *Counselling Techniques*, Washington, DC: Accelerated.
- Yalom, I (2003) *The Gift of Therapy*. Piatkus Books

## Other Core Reading

- BACP (2009) *Ethical Framework for Good Practice in Counselling and Psychotherapy*. Lutterworth: BACP
- Bayne, R and Jinks, G (2010) *How to Survive Counsellor Training*. Basingstoke: Palgrave MacMillan
- Bond, T (2009) *Standards and Ethics for Counselling in Action*, 3rd edn. London: Sage
- Clarkson, P. and Wilson, S. (2003) *The Therapeutic Relationship*, 2nd. edn. Chichester: Wiley Blackwell

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Culley, S. & Bond, T. (2004) *Integrative Counselling Skills in Action* (2<sup>nd</sup> edn.) London: Sage  
Egan, G (2010) *The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping*. 9th edn. London: Wadsworth  
Feltham, C. & Horton, I. (eds.) (2006) *The Sage Handbook of Counselling & Psychotherapy*. 2nd edn. London: Sage.  
Howe, D. (1993) *On Being a Client*, London: Sage.  
McLeod, J. (2009) *An Introduction to Counselling*. 4th edn. Buckingham: Open University Press  
Mearns, D and Thorne, B (2007) *Person-Centred Counselling in Action*. 3rd.edn. London: Sage  
Rogers, C. R. (1967) *On Becoming a Person*, London: Constable.

### **Additional Recommended Reading**

De Board, R. (1997) *Counselling for Toads*. London: Routledge For an easy-to-read insight into the purposes and process of therapy.  
Dryden, W. (ed.) (1996) *Handbook of Individual Therapy* (3rd Edn.), London: Sage.  
Dryden, W. & Feltham, C. (1992) *Brief Counselling*, Buckingham: Open University Press.  
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Feltham, C (ed.) (1997) *Which Psychotherapy?*, London: Sage.  
Feltham, C. and Dryden, W. (2006) *Brief Counselling: A Practical Integrative Approach*, 2nd edn. Maidenhead: Open University Press  
Lago, Colin (2005) *Race, Culture and Counselling: The Ongoing Challenge*. 2nd edn. Buckingham: Open University Press  
McLeod, J. (2003) *Doing Counselling Research* (2<sup>nd</sup> Edn.) London: Sage  
Nelson-Jones, R (2007) *Basic Counselling Skills*. 2nd.rev.edn.London: Sage

### **Journals**

The SHU Learning Centres carry the *British Journal of Guidance and Counselling*, *Counselling Psychology Quarterly*, and *Therapy Today* and *CPR* (Journals of the BACP) as well as journals related to clinical psychology. As a member of NCS you will receive an informative monthly newsletter. BACP membership includes copies of *Therapy Today* and *CPR* and online access to past editions.

### **Websites**

These are just some examples of websites.

*NB. Be careful to assess, as best you can, a website's credibility. Not everything published online is truthful so you should keep your critical wits about you.*

[www.nationalcounsellingsociety.org](http://www.nationalcounsellingsociety.org)

[www.bacp.co.uk](http://www.bacp.co.uk)

<http://scholar.google.co.uk> where you can search for relevant articles

<https://my.apa.org> The American Psychological Association – abstracts of articles

[www.ted.com/talks/browse](http://www.ted.com/talks/browse) Video-talks on a range of stimulating topics including some relevant to counselling

[www.getstable.org](http://www.getstable.org) Information for clients

<http://counsellingresource.com> exactly what it says!

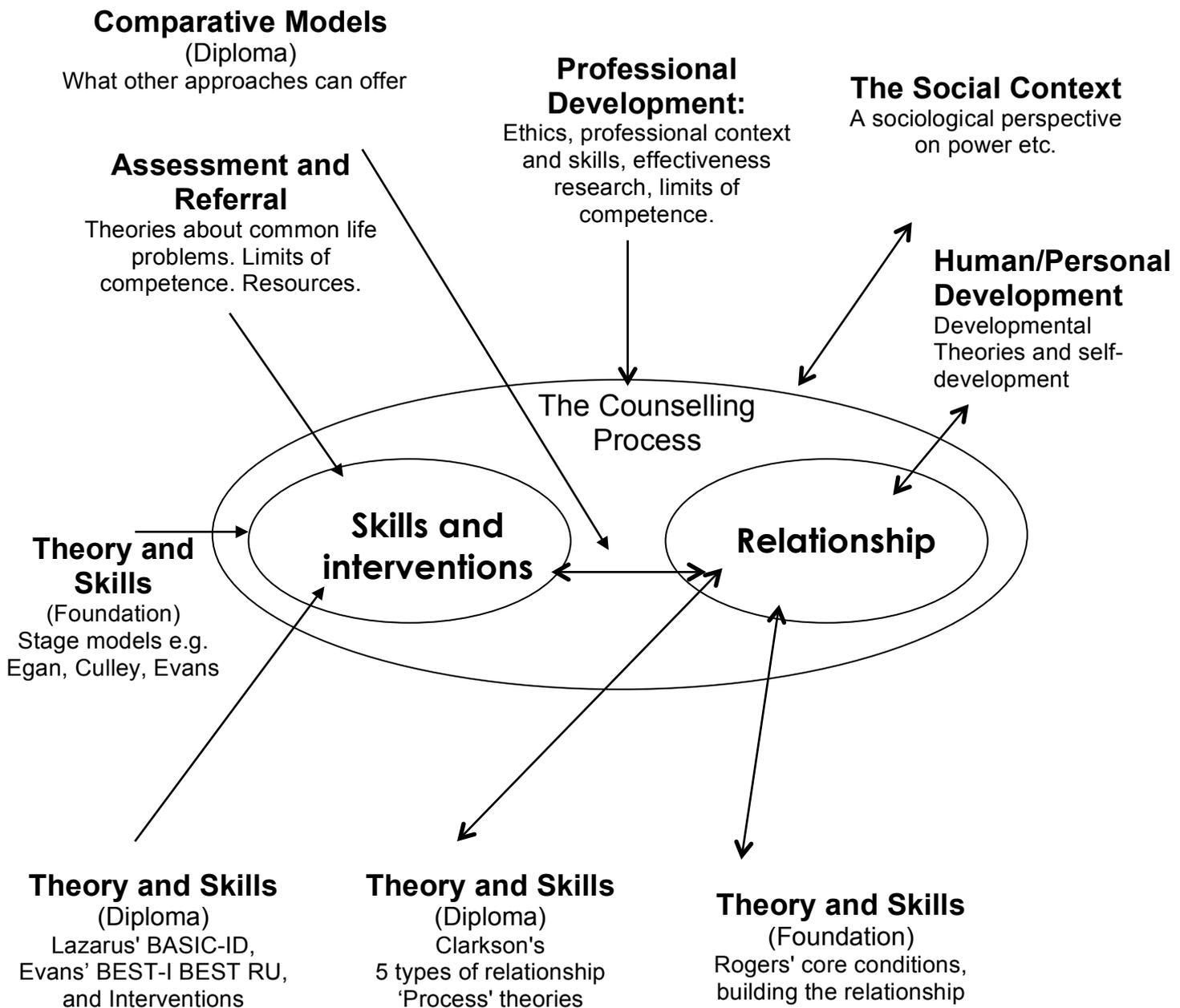
[www.cetuesday.com](http://www.cetuesday.com) news-style website where you can also subscribe to a weekly video

[www.youtube.com](http://www.youtube.com) has many relevant videos (e.g. of Carl Rogers and of or about other theorists and topics)

[www.counselling-directory.org.uk](http://www.counselling-directory.org.uk) a searchable directory of counsellors

## CTM Diagram

Showing how the elements of the Programme contribute to the CTM  
Most aspects appear to some extent in both the Foundation and Counsellor Qualifying Courses but are taken wider and deeper at Diploma level.



## Assessment and the Awards

### Certificates

All Academy: SPACE certificates give details of the completed studies and achievements.

Students who complete a single module will receive a Certificate of Attendance, or an Award Certificate if the assessment has been passed.

Students successfully completing the requirements of all modules of the Foundation course will be awarded the Foundations of Counselling Award Certificate.

Students successfully completing all the requirements of all modules of the Diploma course will be awarded the NCS Accredited Professional Diploma in Integrative Counselling and Psychotherapy. Students who are unable to complete the course can exit with a lesser award (Certificate or Diploma in Counselling Studies, which are not qualifications to practice).

***In exceptional circumstances, a student who gives cause for concern in relation to their personal conduct and professional competency and attitude, as these affect their ability to practise with integrity as a listening-helper or counsellor, may be asked to account for such concerns voiced by tutors and/or peers. In very exceptional circumstances a student may be denied progression or the relevant award.***

### Workload and study

For every hour of class contact, students are normally expected to undertake at least two hours, preferably three, of directed and self-directed learning. This refers to time spent reading, preparing assignments and engaging in related professional and reflective activities. Our experience is that many people have a limited amount of time and reading is usually the casualty. However, reading of, and reflection on, books and journals is crucial, so build regular time in your schedule for reading and reflection time, including maintaining a Personal Journal. Study groups and tutorials are intended to support you in your studies.

### Assessment

Assessment is both formative and summative. Formative assessment refers to feedback you receive from tutors and peers, and from self-reflection, throughout the course. Summative assessment refers to tutor feedback given on written or similar assignments, usually at the end of each module. Each assignment demands approximately 2,500 - 3000 words or equivalent. Normally, details of assignments are included in Module Handbooks, but tutors may give additional information and guidance. Dates for submission of assignments are normally in the calendar for your course and will also be confirmed to you by each module tutor at the beginning of the module.

### Assignment Submission

You will be advised of submission dates when you receive module information. Normally a hand-in date approximately two weeks after the end of a module will be set, to give you time to reflect on the learning experience while completing your assignment.

#### **Important:**

- If you would find a tutorial helpful make sure to arrange it at the best time to support you, and give your tutor plenty of notice.
- If you would like to hand in a draft for comments this must be done 2 weeks before the final submission date to allow the tutor to read and return it and for you to make any alterations. You are only allowed to submit a draft once, although you could use a tutorial to explore tutor feedback if you need further clarification.
- You should refer to this Handbook for information about circumstances in which you can apply for an extension. If you believe you have grounds for an extension you should complete the appropriate form and speak to your module tutor at the earliest opportunity. If you have a specific learning issue, such as dyslexia, you are entitled to ask for extra time (normally up to 2 weeks).

- Assignments are normally to be handed in to your tutor during class. If you post your work, make sure you keep a copy, have a receipt of posting, and that it is posted to The Academy: SPACE on or before the submission date. You may be asked to send (additionally) an electronic copy to either your tutor or to Sally Lee.

Before submitting any assessment task make sure to check:

- a. That you understand what is required of you – if in ANY doubt ask for clarification – if you have a query it is very likely that other students do too
- b. Essay Writing guidance (in the Study Skills Handbook)
- c. Guidance notes for submitting essays (in the Study Skills Handbook)
- d. Assessment criteria that you have been given by your tutor (normally in your Module Handbook)
- e. Any additional specific guidance given by your module tutor
- f. Learning Outcomes by Level (in the Study Skills Handbook)
- g. Referencing and Plagiarism guidance (in the Study Skills Handbook)
- h. That you have included your
  - i. Record of attendance;
  - ii. Hand-in sheet (declaration that the work is your own etc.);
  - iii. Compensatory work form, if any (for missed classes) and additional compensatory work (as agreed with the tutor, if attendance falls below required level).

***It is important that you are aware of the expectations described in these documents.***

### **Submission**

All assignments must be handed in to the tutor **on or before the due date**. If work is posted it must be sent by registered post, postmarked **on or before** the due date. **It is your responsibility to ensure that your assignment has been received**. You should always keep a copy yourself and be prepared to email an electronic copy to Sally Lee if required (for hand-produced material this may not be possible – a photo is helpful). Please see Submission of Assignments on the page 27 for some Do's and Don't's.

### **Return of assignments**

You will normally have assignments returned in class, unless the course, or year, has finished. In this case you will be informed when you may collect assignments from The Academy: SPACE. If you prefer the assignment to be posted to you, you must provide an addressed envelope **with the correct postage stamps** when you submit the assignment. Our aim is to have assignments available to return within 4-5 weeks of submission. Sometimes they are returned earlier, but circumstances can delay return on occasion.

### **Marking**

About 10-20% of the marked assignments will normally be second-marked for moderation purposes. Assignments are marked on a pass/refer/fail basis and returned with written feedback and an indication of the level at which you are performing. If it does not pass on first submission it is normally *referred* and you will be given another opportunity to submit. If it does not pass a second time the module is considered failed and a period of re-attendance may be advisable or required prior to further resubmission.

### **Extensions**

When you enrol on a course you are expected to take account of normal life circumstances and plan accordingly, so that you make time to study and to complete assignments and to organise yourself to submit on time. However, we do recognise that, particularly as mature students, you may have commitments and responsibilities that can throw up unexpected barriers. When such unexpected circumstances arise you should discuss this with your tutor at the earliest opportunity.

The Academy: SPACE has to strike a balance between responding sensitively to an individual's circumstances and treating students equitably by not unfairly favouring any one student over others. If you do not submit an assignment by the deadline without a valid reason and permission you will be recorded as having been referred in that module and will have one further opportunity to submit the work.

There are three types of extension:

**Very Short Extensions:** The circumstances that would lead to a request for a very short extension (normally 24 hours, and no more than 48 hours) include things like sudden illness, technology failures or unexpected employment demands which prevent submission that day. If you believe you have a valid reason, you should initially discuss this with your tutor (or if not available the Administrator or Programme Leader) and agree a hand-in time, and complete an Exceptional Extension (EE) to be included with your assignment.

**Short Extension:** The circumstances that are likely to lead to a request for a short extension are sudden illness or unexpected employment or family demands of more than 48 hours duration. You should discuss this with your tutor at the earliest opportunity and complete an Exceptional Extension (EE) Form, which must be approved by your tutor, or the Programme Leader (via admin), who may ask to see work you have done towards the assignment (notes, draft) in order to grant an extension. You may be asked to provide some proof of the circumstances leading to the request. The EE should be negotiated at least **24 hours before the coursework deadline** and the form should be emailed to your tutor and a hard copy submitted with your work.

If we have agreed that you have a condition or circumstances that mean you are likely to need additional time for course work/assignments and you are unable to submit your completed coursework by your original deadline date you should negotiate a new deadline date with your Module Tutor **at least 24 hours before the original deadline**. Such deadline extensions are normally up to 2 working weeks maximum.

**For longer extensions** you should notify your tutor, complete the EE form and submit it to the Programme Director (via admin) who will discuss it with your tutor. You need to demonstrate and provide documentation to explain absence, failure to submit work, or poor performance due to circumstances that are over and above the normal difficulties experienced in life. Where EEs are accepted this will normally allow you to submit the piece of coursework at a new deadline date. Work cannot be marked more favourably because an EE has been accepted.

It is recommended that you retain a copy of your work and that you continue working on it while you await a decision.

## Submission of Assignments

It is in your interests to make life easy for tutors who are marking, so please note:

### DO

- Check the assessment criteria in your Courses Handbook and any additional guidelines you may have been given before you start (making sure you understand what is being asked for) and against your assignment once it is complete
- Ask for tutorial time if you want advice before submission – give the tutor time to read any drafts
- If you need to, and have grounds, to ask for an extension make sure that you have spoken to someone before the date the assignment is due in and submit the appropriate form
- Use double spacing between lines, an extra space between paragraphs and a wide margin at one side – this enables the marker to write helpful comments
- Add a word count – the computer can provide this information – you are allowed plus or minus 10% (excluding your list of references)
- Check you haven't plagiarised, which is a serious offence (see guidelines in the Study Skills handbook)
- Check spelling and grammar – word processing packages usually have grammar and spell checks but make sure they are set to English usage not USA – these checks do not pick up everything so it is worth getting someone else to proof read
- Check you have put all references in the text into your reference list and vice versa and that you have referenced accurately (see Study Skills handbook for advice and any textbook has examples – there are minor differences in layout)
- If submitting a recording make sure it is labelled and securely attached to your assignment (plastic wallet with zip or press stud fastening is an ideal container for both). A transcript of the section under consideration may not be required but is good for your own reflection and helpful for marking
- Include your attendance record
- Complete the Assignment Submission Form and use as your cover sheet
- If you missed any sessions, make sure that you have completed and included a Compensatory Work form
- **Please supply a 2<sup>nd</sup> copy** (hard copy or, preferably, emailed)
- Deliver to designated place – a record is kept for your protection.

### DON'T

- Leave it to the last minute! Plan and read early and if you know you will have difficulty submitting on time talk to your tutor as soon as possible. It is difficult to judge work fairly when it comes in late
- Assume the marker knows what you are referring to when you use terms, abbreviations etc. – the marker needs to know that *you* know and understand
- Plagiarise. If you use sequences of words directly from other people's work or web sites you **must** attribute them as quotes. Otherwise you must find ways of putting things into your own words. Similarly with ideas if they are not your own original thoughts
- Use quotes without explaining why – integrate them into your writing
- 'Cheat' the word-count by putting extra material in appendices. An appendix may be relevant though – if in doubt check it out
- Use staples or other **permanent** fixings – we photocopy samples of work for the external examiner and course files
- Put individual pages in individual plastic wallets – it looks nice but see previous comment.

# Forms

Module Attendance Record  
Assignment Submission  
Assignment Extension Request  
Compensatory Work for Teaching Sessions  
Cause for Concern



### Assignment Submission Form/Cover Sheet

This form **must** be completed and attached to your submitted work

<b>Name</b>	
<b>Module Title</b>	
<b>Module Tutor</b>	
<b>Normal Submission Date</b>	
<b>Agreed Extended Submission Date</b> <i>(where applicable)</i>	
<b>Declaration:</b>	To the best of my knowledge the content of this assignment is my own work and without plagiarism. Where work has been done in collaboration with others or draws on the work of others this is appropriately acknowledged.
<b>Signature</b>	



# The Academy: SPACE

SHEFFIELD PSYCHOTHERAPY AND COUNSELLING EDUCATION

## **ASSIGNMENT EXTENSION REQUEST FORM**

You are expected to plan and organise your studies so you can complete assignments by the due date under normal circumstances. It is understood that mature part-time students in particular may be subject to unexpected obstacles. There are three types of Extension you may apply for when you have such exceptional circumstances:

1. If you have an unexpected emergency or exceptional reason for not being able to submit the assignment on the due date you can ask for a **Very Short Extension** (24-48 hours). You should contact whichever person you can from the following (in order of preference):

- a. Module Tutor
- b. Administrator
- c. Programme Director.

You must gain agreement and an alternative date for submission and complete this form (take a photocopy) to include with your assignment.

2. **Short Extensions** may normally be granted for up to two weeks with tutor agreement. You will normally be expected to show some evidence that you have already been working on the assignment and where possible documentary evidence of why you need such an extension. You must apply for a short extension by completing and submitting this form **at least 24 hours before** the assignment deadline. Supporting material can arrive later if necessary.

3. Requests for **Longer Extensions**, which should only be applied for in very exceptional circumstances, are to be agreed with the Programme Director and **must** include documentary evidence.

**Name:**

**Module(s):**

**Hand In Date(s):**

**Module Tutor:**

**Extension Applied For:**

❖ **Very Short Extension. Agreed By:** ..... **New Date Agreed with Tutor:**  
• (Tutor signature)      \_\_ / \_\_ / \_\_\_\_

❖ **Short Extension. Agreed By:** ..... **New Date Agreed with Tutor:**  
• (Tutor signature)      \_\_ / \_\_ / \_\_\_\_

❖ **Longer Extension. Agreed By:** ..... **New Date Granted:**  
(Programme Leader)      \_\_ / \_\_ / \_\_\_\_

**Please detail the reasons for request overleaf.**

## Compensatory Work for Missed Teaching Sessions

You are expected to undertake work of similar duration to the length of the missed session. Please complete this form and hand it in with your module assignment. If your attendance falls below the required level you may be asked to submit an additional piece of work which will be set by the module tutor with an agreed submission date.

Name	
Module	
Date of missed session	
Work undertaken to compensate for the missed session.  <i>This should be an itemised list detailing, for example: reading a peer's notes and handouts; other reading (please specify and reference); relevant YouTube video; experiential work or other relevant learning experience.</i>	
Key learning points <i>(bullet points acceptable)</i>	



### **Cause for Concern or Complaint: Counselling Students**

This document contains guidance and a pro-forma for the Cause for Concern procedure to be initiated in reference to a student of the Academy: SPACE's Professional Diploma in Integrative Counselling and Psychotherapy.

#### ***What is a Cause for Concern?***

This managed process forms part of student assessment in situations where the performance of a student requires *additional* attention beyond the normal systems of support and guidance (examples are detailed on the Cause for Concern Form).

The procedure provides relevant parties with a formal way of addressing and recording a range of concerns, including complaints, with a view to providing positive support and learning to the student.

It is preferable that this learning process is implemented as soon as possible, to allow the student to identify and respond to the concern(s). Learning about counselling is a process and students who make a slow start can become very effective counsellors given time and feedback to develop skills and confidence. It is better to report a cause for concern at a stage when appropriate and timely supportive action can be agreed and implemented in partnership with the student, than to wait, hoping for an improvement that may not come about without action, and too late for effective intervention.

A staff member of the Academy: SPACE **or** the Placement Provider may set this procedure in motion. **NB** *The person initiating this process is hereafter called the **Instigator**.*

#### ***What is the process?***

The **Instigator** should formally inform the student that the process has been started and complete the Cause for Concern Form, preferably in negotiation with the student. A copy of the form is submitted to The Course Leader or the Academy: SPACE Placement Coordinator, as appropriate to the concern. Other documents should be consulted as relevant, e.g.:

- Class Registers
- Assessment criteria and results/marksheets for Academy: SPACE assignments
- The Academy: SPACE Placement Agreement and the Placement Provider's own, if applicable
- The Academy: SPACE Code of Conduct, and the Placement Provider's own, if applicable

applicable

- Placement Provider documents related to expectations of students in placement
- Codes of ethics (NCS, BACP)
- The Academy SPACE Fitness to Practice Declaration Form

**A Cause for Concern should be initiated in cases where there is evidence of:**

<b>Poor attendance</b>	A student's attendance falling, or in danger of falling, below the level that enables them to meet course and assessment requirements ( <i>NB: min. 80% attendance</i> ).
<b>Lack of progress</b>	A student failing, or in danger of failing, to meet the required assessment standards for the particular stage of the course.
<b>Lack of appropriate and expected skills</b>	The student being unable to perform appropriate practice and professional skills at the required standard for their stage of study.
<b>Lack of self-care</b>	The student ignoring the need for self-care, for example because their own health and wellbeing is compromised, or they are subject to vicarious traumatisation.
<b>Inability to apply theory and knowledge to practice</b>	The student struggling to understand relevant knowledge, or unable to apply theoretical knowledge to practice, as appropriate to their stage of study.
<b>Inability or unwillingness to make productive and appropriate use of mentoring and/or supervision (<i>clinical and managerial</i>)</b>	The student avoiding engagement with managerial supervision, mentoring, clinical supervision (as relevant); not preparing for or adequately engaging in appropriate discussion of client work or professional issues; not bringing all clients to supervision.
<b>Professional conduct</b>	The student behaving inappropriately and/or breaching professional boundaries, for example, in relation to: punctuality; dress; use of language; inability or unwillingness to accept professional criticism; lack of self- awareness; relationships with staff/colleagues; confidentiality; and so on.
<b>Risk to Clients</b>	The student's practice posing a danger to client's well-being.
<b>Other</b>	Any other aspect that gives the Placement Provider or a member of the Academy: SPACE staff cause for concern.
<b>NB:</b> In all cases the Placement Provider or Academy: SPACE Staff Member <b>must</b> give <b>specific</b> and <b>relevant</b> evidence for each identified concern.	

## The Cause for Concern Process

**A. Cause for Concern Initiated:** When issues have previously been discussed with a student, but not resolved through normal means of support such as supervision, mentoring or tutorial, a relevant person (Placement Provider, Tutor etc) instigates the Cause for Concern process. ***The student should be informed to ensure clear awareness of the concern.***

**B. Cause for Concern Form:** The **Instigator** should complete this form, preferably in a consultation phase involving relevant Placement or Academy: SPACE staff and the student, identifying, specifically,

The nature of the concern

Evidence for concern: evidence is drawn from documentation and/or observations in class or clinical practice

**NB** If the cause for concern is sufficiently serious (for example misconduct, complaint etc.) the form is at this point to be sent directly to the Academy: SPACE (Sally Lee, to be forwarded to the Course Leader or Placement Coordinator, as appropriate to whether the concern is, respectively, class or placement based).

**C: Action points** are identified, discussed and noted with a reasonable time scale agreed with the student for resolving issues. A plan is made for student support to meet the agreed action.

***The kinds of actions that may be appropriate include:***

Arranging for the additional tutorial support at The Academy: SPACE

Finding a mentor in placement to support the student's learning

Giving the student guidance about their learning needs.

Identifying specific, short-term, achievable targets.

As a last resort, a decision to suspend the student from placement and/or the course, pending investigation.

**D.** Regular progress meetings are planned, with agreed action points providing a focus, and progress made is to be noted on the form. The parties sign relevant sections of the form.

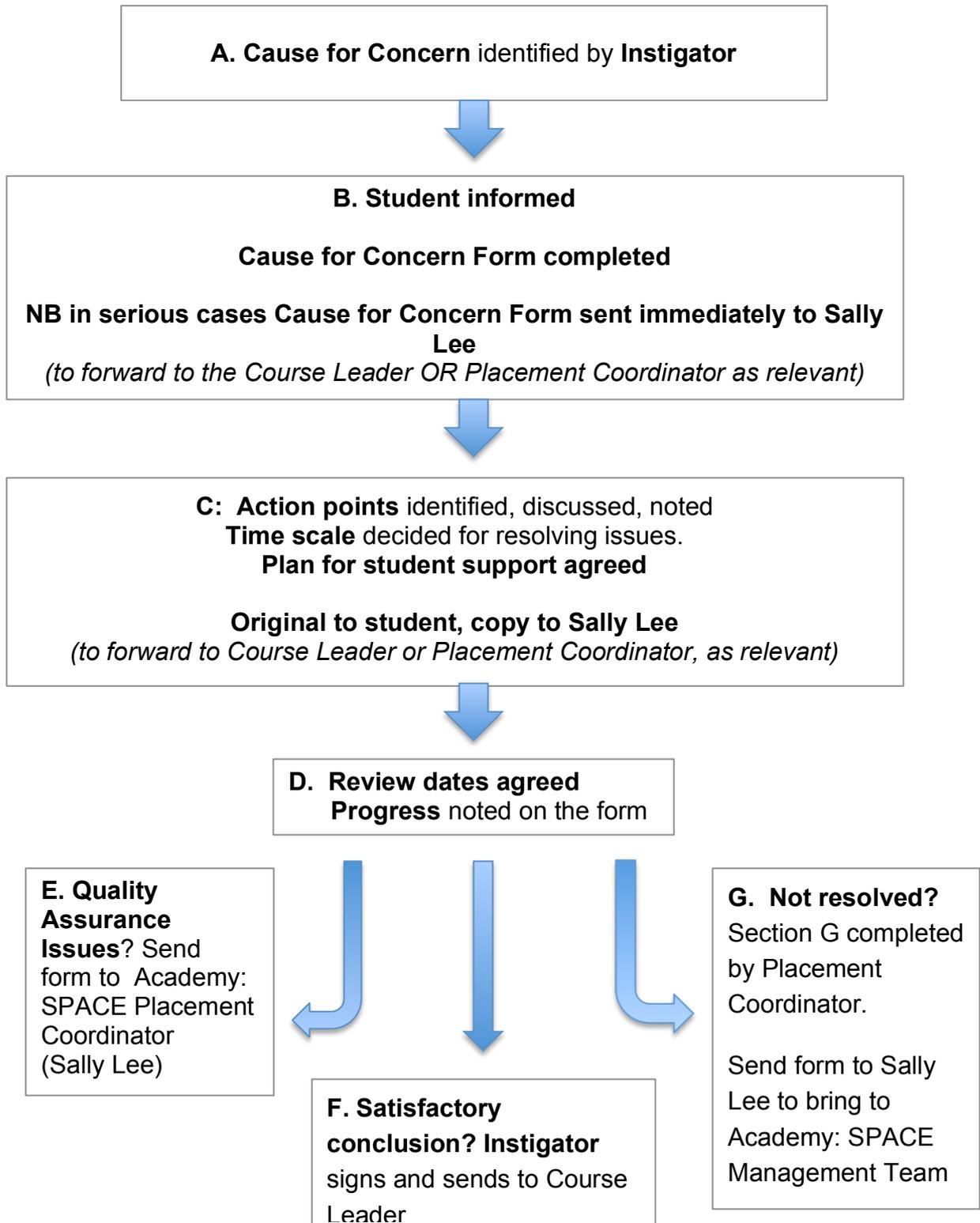
The **Instigator** sends a copy of the form to Sally Lee (to be forwarded to the Course Leader or Academy: SPACE Placement Coordinator, as appropriate to origins of the concern), and the student keeps a copy.

**E. Quality Assurance Check.** If a quality assurance issue arises from the above process the Form should be forwarded to the Academy: SPACE Placement Coordinator (Sally Lee) to complete section G and bring the matter to the attention of the Academy: SPACE Management Team.

**F.** If the process reaches a satisfactory conclusion the form is signed by the **Instigator** and sent to Sally Lee (to forward to the Course Leader, who ensures relevant persons are sent copies).

**G.** If the issues are not resolved, section G should be completed.

## The Cause for Concern Process Flow Diagram



## Cause for Concern Form

Wherever practical and possible, please complete the form with the student present

<b>Name of Student</b>			
<b>Student has been informed</b> <i>(delete as appropriate)</i>	<b>YES</b> <b>NO</b> <i>(because?)</i>		
<b>Name of Initiating Person and Role</b>			
<b>Name and role of any other staff involved in the process</b>			
<b>Date</b>			
<b>B. Nature of Concern</b> <i>Please identify and describe the concern(s) by deleting from categories below as relevant, and give specific details of the (or each) concern</i>			
Attendance Care	Progress	Skills	Self-
Application of theory	Supervision	Professional Conduct	Risk to Clients
Other <i>(please specify)</i>			
<b>Evidence for concern</b> <i>(please attach any relevant supporting documents)</i>			

**C. Agreed action** *(as negotiated with the student)*

**D. Monitoring of progress on agreed action**

Agreed Review Date(s):

Notes:

..... (date)  
Signature and name *(in caps)* of **Instigator** *(Placement Provider/ Academy: SPACE)*

***I understand that if these issues are not effectively addressed, I may fail to meet the standards for my course / clinical placement.***

..... (date)  
Signature of student

**A copy of this form should be forwarded to Sally Lee**  
*(to be forwarded to the Course Leader or retained by the Placement Coordinator as appropriate).*

\_\_\_\_\_ (date)  
Signature of Course Leader/Placement Coordinator

**E. Quality Assurance Check**

1. Are there any broader issues that affect quality assurance?	YES / NO
2. Are there any issues related to safe practice?	YES / NO
3. Has the matter been referred for further action? <i>Please specify:</i>	YES / NO

**F. Conclusion of Cause for Concern process** *(To be completed on the follow up of the concern)*

*If the process has not been resolved please complete section G below and consult the Course Leader to discuss the options*

Date ..... Signature of **Instigator** .....

**G. Please complete, sign and date below if the issue (s) have not been resolved**

<b>Reason for lack of resolution</b>	
<b>Signature(s) of other staff involved</b>	
<b>Decisions</b>	
<b>Signature of Student</b>	
<b>Signature of Course Leader</b>	..
<b>Date</b>	..

Once completed a copy of this form should be kept by each party involved.

The original should remain with the student and be placed with their Counselling Supervision documents for submission for assessment (Logs, Self Assessment etc.).

The student has the right to appeal any adverse decisions at the conclusion of this process.

## Feedback, Recommendations and Complaints: Our Aims

The Academy: SPACE has a commitment to seek feedback from students and staff and use this feedback to inform planning, resolve disputes and issues etc. There are structured, formal opportunities to do this, in addition to informal discussion and feedback of issues as they arise (please note our **Complaints and Equal Opportunities Policies, available on our website**).

Students are invited to reflect and comment on general and specific aspects of their experience of courses. This is done informally and formally - through discussion in the group, Module review forms, surveys (Survey Monkey), End of Course Reviews. These contribute to tutors' Module Reviews and are considered in future course planning.

Community Time, which is a regular event in Diploma training, is a space where any issues about the course or relationships may be aired.

Any member of the teaching team can be approached to discuss concerns or complaints, either through a tutorial or more informally. Personal and private issues are normally resolved by informal discussion between relevant parties (for example between student and personal tutor). When necessary, mediation may be sought from a third party, such as the course rep or a tutor, course leader or Academy Director. Advice may also be sought in confidence from NCS or BACP (members of BACP can access their ethics help-line).

Students will appoint course representatives to collate and present feedback at Course Committees, which normally meet at least once, usually twice, per year. The Course Committee invites module tutors, course leaders, an Academy representative and administrator, all of whom may contribute feedback in person or in writing. Students will be given an opportunity in class (privately) to discuss issues with the course representatives prior to Course Committee meetings. Minutes will be kept and posted publicly and circulated to members of the Course Committee. Responses to issues raised will also be publicly posted and circulated in as timely a fashion as possible.

All feedback is used to contribute towards an Annual Review and considered by the course's planning teams.

It is anticipated that most issues will be raised and dealt with through these mechanisms. However, there may be instances where issues are not satisfactorily resolvable through these processes and recourse may be made to our formal complaints process and possibly BACP formal procedures.

There are times when feedback from one person or group is not representative of feedback more generally, or there may be reasons why a change cannot be made. If a decision is made not to make a change in response to feedback a reason will be given.