

AIM Awards Level 6 Diploma in Therapeutic Counselling Supervision (RQF)

Unit 23, CDDA, Coalisland, Co. Tyrone BT71 4HP

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JMC Counselling and Training in Partnership with Aim Awards

AIM Awards Level 6 Diploma in Therapeutic Counselling Supervision (RQF) (Equivalent to Degree Level)

Beginning July 23rd, 2018 from 6pm-10pm

There appears to be growing interest in the above course because of attempts by the British Association for Counsellors & Psychotherapy (BACP), the United Kingdom Council for Psychotherapy (UKCP), and the British Psychoanalytical Council (BPC), to set new standards for entry into the counselling profession. Meanwhile, the Irish Association for Counselling & Psychotherapy (IACP), have recently announced that regulation for the professions of Counselling and Psychotherapy, is extremely close; the Minister for Health Simon Harris has welcomed the fact that the regulation of the professions of counsellor and psychotherapist has moved a step closer. Minister Harris said, “The regulation of these professions will ensure greater protection of the public as those registered must comply with a code of professional conduct and ethics and will be subject to fitness to practice.” (IACP, 2018).

If we are to believe recommendations set by the Qualification Assurance Agency (QAA) in the UK, it is anticipated that standards will be potentially set at level 6 for entry into the profession of counselling. The QAA states that:

Counsellor and psychotherapist education may be accessed via universities, institutes of further and higher education, and independent providers. In addition, these recommendations outline that: ‘as those entering the counselling and/or psychotherapy fields require understanding of a complex body of knowledge, clinical skills, self-awareness, analytical techniques and problem-solving skills, and the ability to evaluate evidence, arguments and assumptions to reach sound independent judgements, it is likely that they will need to be qualified to at least the level of a bachelor's degree with honours (level 6 on The framework for higher education qualifications in England, Wales and Northern Ireland...)’ (QAA, p.1).

Should this happen, it is extremely unlikely that those wishing to provide supervision to counsellors who are qualified to this level, will be accepted without the proper and appropriate qualifications and experience in clinical counselling supervision. JMC Counselling & Training are the only training provider in Northern Ireland that deliver a full degree level accredited supervision qualification specifically in relation to counselling.

Certificate in Clinical Counselling Supervision.

Participants of this qualification can exit after module one, gaining a level 6 Certificate in Clinical Counselling Supervision. Students can return at any time in the future, and continue from where they left off. The entire qualification consists of a student passing all four 4 modules in total, however, each module also represents a single level 6 Certificate in Clinical Counselling Supervision.

Placements: Many of us are aware of how difficult it was to access a counselling placement, in fact, for many it was virtually impossible. The Mid-Ulster Association for Counselling & Psychotherapy (MACP), are a charity based in Coalisland, and are a subsidiary of JMC Counselling & Training. Those who decide to study with JMC Counselling & Training can gain their supervision placement here. (Please note there will be no financial remuneration for trainee supervisors of trainee counsellors). Of course, you may already be in a position that you have supervisees, and JMC Counselling & Training will accept those who are already working in a supervisory capacity.

What Next: JMC Counselling & Training are seeking a minimum of nine students genuine, interested, and committed therapists, who hold an interest in training to become a fully qualified counselling supervisor. We will be holding an information session, on **Thursday the 14th June 2018, from 7pm-9pm, at our training premises at: Unit 23, CDDA, 51 Dungannon Road, Coalisland Co. Tyrone BT714HP.** We will explain how the course will be structured, assignment requirements, as well as your placements.

Professional Body Supervision Accreditation: As part of this training, we will also be studying the criteria as set out by the BACP with regards to supervision accreditation. Students who gain BACP supervision accreditation, automatically gain BACP senior counsellor accreditation status, without further study or any additional application. In addition, we will also explore the requirements regarding the National Counselling Society (NCS) to become an accredited clinical counselling supervisor.

Course Fees and mode of attendance: Fees for this course are £1750.00 per year, total fees, £3500.00. However, students who pay all fees upfront before the course begins, will receive a generous discount of £500.00. Total fees in this case are £3000.00. Please note all fees include all examination and assignment fees. There are no additional or hidden fees. Each lesson will be 4 hours. Total number of guided learning hours 260. Class begins at 6pm -10pm. Each module will have a minimum of 5 hours each set aside for tutorials. These do not necessarily need to be during normal class time.

Resources

Regulation of the professions of counsellor and psychotherapist moves a step closer. Available: <https://www.iacp.ie/Regulation-profession> [Last accessed 02/04/18].

The Quality Assurance Agency for Higher Education. (2013). Subject benchmark statement: Counselling and psychotherapy. Available: <http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf> [Last accessed 02/04/2018].

Accredited Level 6 Diploma in Clinical Counselling Supervision: Training schedule at a glance

Module 1: Principles & Fundamentals of therapeutic counselling supervision: From July the 23 rd 2018 and finishing in 23 rd September 2019					
July 18	23 rd	30 th			
Aug 18	6 th	13 th	20 th	27 th	
Sep 18	3 rd	10 th	17 th	24 th	
Oct 18	1 st	8 th	15 th	22 nd	29 th
Module 2: The Reflective Supervisor: Beginning 5 th November 2018 to 25 th February 2019					
Nov 18	5 th	12 th	19 th	26 th	
Dec 18	3 rd	10 th	17 th		
Jan 19	7 th	14 th	21 st	28 th	
Feb 19	4 th	11 th	18 th	25 th	
Module 3: The Developing Supervisor: Beginning 4 th March 2019 and finishing 10 th June 2019					
Mar 19	4 th	11 th	18 th	25 th	
April 19	1 st	8 th	15 th	22 nd	29 th
May 19	6 th	13 th	20 th	27 th	
June 19	3 rd	10 th			
Module 4 Therapeutic Counselling Supervision: Beginning 17 th June 2019, and finishing 23 rd September 2019.					
June 19	17 th	24 th			
July 19	1 st	8 th	15 th	22 nd	29 th
Aug 19	5 th	12 th	19 th	26 th	
Sep 19	2 nd	9 th	16 th	23 rd	

Unit Title: Principles and Fundamentals of Therapeutic Counselling Supervision

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA: The learner can:
1. Understand therapeutic counselling Supervision	1.1. Discuss the ethical and legal dimensions of therapeutic counselling Supervision 1.2 Critically evaluate the role of the Supervisor in maintaining the legal and ethical dimensions of practice 1.3 Evaluate the research evidence for the Supervisory process in maintaining the standards of professional practice 1.4. Demonstrate a critical appreciation of the role of the Supervisor in challenging counselling practice
2. Understand the models of therapeutic counselling Supervision	2.1 Critically evaluate the different models of therapeutic counselling Supervision 2.2 Demonstrate a critical appreciation of therapeutic counselling Supervision 2.3 Demonstrate a critical appreciation of how the models of therapeutic counselling Supervision can influence the process of Supervision 2.4 Critically analyse how a model of how the models of therapeutic counselling Supervision can influence the Supervisor-Supervisee relationship
3. Understand the process of counselling Supervision	3.1 Analyse and assess elements of counselling Supervision 3.2 Analyse and assess how elements of counselling Supervision challenge practice 3.3 Critically analyse the evidence that therapeutic counselling Supervision impacts upon the counsellor-client relationship and its outcomes

Assessment Guidance. This unit is assessed by:

- A) A reflective and learning Journal of up to 800 words per entry, which will be maintained and assessed after each learning session and continue throughout the unit.
- B) A research paper of 2500-3000 words demonstrating extensive knowledge and understanding of therapeutic counselling Supervision.
- C) A research paper of 2500-3000 word critically analysing the processes of therapeutic counselling Supervision.

- All students will receive examples of all work from past students who passed all assignments. Permission was kindly given by the students who wish to remain anonymous.

Unit Title: Counselling: The Reflective Supervisor

LEARNING OUTCOMES: The learner will:	ASSESSMENT CRITERIA: The learner can:
1. Be able to develop research methods to be able to conduct a meaningful enquiry into own Supervision practice	1.1 Critically evaluate research methods that would provide meaningful data in the context of own Supervision practice 1.2 Defend and explain the choice of research methods 1.3 Differentiate and discuss the projected outcomes of the studies 1.4 Draw conclusions which demonstrate an ability to critically reflect on praxis
2. Know how to use research to develop understanding of the chosen core theoretical approach and its application to Supervision practice	2.1 Critically evaluate recent research studies, and their application to Supervision within the chosen core theoretical approach 2.2 Critically evaluate the outcomes to Supervision practice in general
3. Be able to evaluate the demands of the Supervision placement	3.1 Assess the professional issues in regard to own Supervision placement 3.2 Acknowledge and evaluate emotional reactions of both Supervisor-Supervisee to client material in the promotion of effective counselling practice 3.3 Analyse the impact of self-disclosure in the process and practise of a Supervisory relationship 3.4 Evaluate potential areas of conflict between the candidate and the Supervision placement/Supervisee(s)
4. Understand the effectiveness of therapeutic counselling Supervision in maintaining professional counselling practice standards and outcomes	4.1 Demonstrate an awareness of ethical issues, and an ability to work with them 4.2 Justify and explain an ethical problem-solving strategy employed in the candidates' practice 4.3 Analyse the efficacy of therapeutic counselling Supervision with reference to maintaining fitness to practise 4.4 Demonstrate an ability to support Supervisees' growth in skills, theory and self-awareness

This unit is assessed by:

- A) A research project of 2000-2500 words presenting findings which analyse the learners' Supervision practice in terms of problems and issues arising from their core theoretical approach.
 - B) A presentation to peers in the form of seminar or group discussion describing and analysing the effectiveness of therapeutic counselling Supervision in maintaining practice standards.
 - C) A reflective journal of no more than 800 words per entry for each Supervision session in the placement.
- **Evidence Requirements:** Evidence of practical ability must be demonstrated

Unit Title: **The Developing Supervisor**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
1. Understand the key concepts of the counselling theories in relation to therapeutic counselling Supervision	1.1 Critically evaluate the key theoretical assumptions about the process of therapeutic counselling Supervision for each of the theoretical approaches 1.2 Discuss how the theoretical orientation of the Supervisor can influence the relationships between Supervisor-Supervisee and counsellor-client 1.3 Analyse how the theoretical orientation of the Supervisor may influence the outcome of counselling practice 1.4 Demonstrate typical Supervisory interventions related to each of the theories
2. Understand the strengths and limitations of the counselling theories in relation to therapeutic counselling Supervision	2.1 Critically evaluate the strengths and limitations of each of the main theories of counselling in relation to therapeutic counselling Supervision
3. Understand the key features of the Supervisory relationship in each of the counselling theories	3.1 Evaluate the skills required to establish the Supervisory relationship within each of the main theoretical approaches 3.2 Compare and contrast the elements of the Supervisory relationship in each of the main theoretical approaches 3.3 Critically analyse how the difference in theoretical orientation between the Supervisor and Supervisee may influence the process and outcome of the counselling relationship
4. Understand the development of the working alliance between the Supervisor and Supervisee in relation to the theoretical approaches	4.1. working alliance; its extent and limits in the Supervisor-Supervisee relationship 4.2 Evaluate the influence of the theoretical approach of the Supervisor on the development of the working alliance 4.3 Critically analyse how the difference in theoretical orientation between the Supervisor and Supervisee may influence the establishment of working alliances

This unit is assessed by:

- A) Essay of 2000-2500 words, critically evaluating the learner's understanding of the need for Supervision to enable the improvement, monitoring and support of therapeutic practice.
- B) Presentation to the peer group, or lead a seminar on the importance of counselling Supervision to the counselling process, and its impact on the counsellor-client relationship.
- C) A reflective Supervisor-supervisee case review of no more than 3000 words.
- D) Two Supervisors' reports; one after 50 hours of placement, and one at the completion of 100 hours.
- E) Log (authenticated by learner's supervisor), of personal supervision hours.

Evidence Requirements: Evidence of practical ability must be demonstrated.

Unit Title: Therapeutic Counselling Supervision Practicum

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:
1. Know how to identify the effectiveness of therapeutic counselling Supervision for counselling practice	1.1 Analyse the ethical and legal dimensions of therapeutic counselling Supervision 1.2 Demonstrate ability to enable ethical practice which promotes competence 1.3 Demonstrate knowledge and understanding of Supervision processes to a level that enables counselling practice to be challenged 1.4 Evaluate the importance of both support and challenge within the Supervision process
2. Be able to develop practical knowledge of the process of Supervision	2.1 Research how the process of Supervision affects the counsellor-client relationship and outcomes 2.2 Demonstrate how knowledge of the Supervision process informs practice 2.3 Evaluate importance of 'contracts' to the Supervisor-Supervisee relationship 2.4 Demonstrate how Supervision can challenge boundaries within the counsellor-client relationship
3. Understand the effectiveness of Therapeutic Supervision in maintaining professional counselling practice standards	3.1 Critically evaluate benefits and efficacy of therapeutic counselling Supervision with reference to fitness to practise 3.2 Demonstrate ability to work within an ethical and legal framework for therapeutic counselling Supervision
4. Be able to complete 100 hours of therapeutic counselling Supervision work with Supervisees	4.1 Demonstrate how to establish and maintain the Supervisor-Supervisee relationship 4.2 Complete extensive portfolio evidence of therapeutic counselling Supervision work with Supervisees 4.3 Demonstrate how candidate's Supervision practice has been supported and challenged through personal counselling Supervision

Assessment Guidance

This unit is assessed by:

- A) Essay of 2000-2500 words, critically evaluating the learner's understanding of the need for Supervision to enable the improvement, monitoring and support of therapeutic practice
- B) Presentation to the peer group, or lead a seminar on the importance of counselling Supervision to the counselling process, and its impact on the counsellor-client relationship.
- C) A reflective Supervisor-supervisee case review of no more than 3000 words.
- D) Two Supervisors' reports; one after 50 hours of placement, and one at the completion of 100 hours.
- E) Log (authenticated by learner's supervisor), of personal supervision hours.

Evidence Requirements: Evidence of practical ability must be demonstrated.

The Tutors

**Mr Joe Coney FNCS, MSSc, MBACP (Sen Accred.), Dip Sup, Dip Couns.
Registered with the BACP & NCS Accredited Register (AR).**

The Core Tutor for this training is Mr Joe Coney. Joe holds a fellowship with the National Counselling Society (NCS), and a Senior Accreditation in Counselling and Clinical Counselling Supervision with the British Association for Counselling & Psychotherapy (BACP). Joe also holds a Masters in Guidance & Counselling, as well as a degree level qualification in Supervision. His research interests include working with PTSD, Trauma and Addiction, Counsellor Self-Care including Clinical Counselling Supervision. He has in the past provided supervision on behalf of New Life Counselling, Family Works, and the University of Ulster as well as privately. Joe has been training Counsellors, as well as writing courses in both counselling and supervision for Queens University Belfast, the North-West College and the South Regional College. He also worked for both the Counselling & Psychotherapeutic Awarding Body (CPCAB), and the Assessment & Qualifications Alliance (AQA) as Regional External Verifier for Northern Ireland for their counselling programmes. Joe also holds a double voluntary position with MACP as Chairperson, overseeing 25 counsellors, and is also the clinical assessor, allocating Clients to suitable Therapists.



**Mr Russell Banks NCS (Accred.), H. Dip Couns, Dip Couns, Dip Sup
Registered with the NCS Accredited Register (AR).**

Mr Russell Banks has been providing Tuition for JMC Counselling & Training for over 10 years now, from Introductory level to Degree levels. Russell has also worked with Lifeline, and has a wealth of experience in assessment and working with high risk clients. Russell provides Clinical Counselling Supervision for the Mid-Ulster Association for Counselling & Psychotherapy (MACP), is on the National Counselling Societies (NCS) approved supervisors list, and holds a degree level qualification, level 6 on the Regulatory Credit Framework (RQF). Russell provides supervision to Counsellors who work for Family Works, Inspire and the Rainbow Project. He travels throughout Northern Ireland, delivering CPD programmes in Domestic Violence, Trauma, and, in particular, Clinical Counselling Supervision. Russell also volunteers some of his time with the Dunlewey Centre too.



Applications can be accessed on our website at www.jmccounsellingandtraining.co.uk

An application to the National Counselling Society will be submitted to gain **Advanced Specialist Training Recognition** for this course.

Entry Requirements

It is a prerequisite that learners will be practising counsellors and have a minimum of at least:

1. one year's post-qualification experience of working with clients under Supervision, combined with a Level 5 Diploma in Counselling Practice (RQF) or equivalent or;
2. two year's post-qualification experience of working with clients under Supervision combined with a Level 4 Diploma in Therapeutic Counselling (RQF) or equivalent.

Learners will have extensive knowledge of working within an ethical framework, and, preferably, membership of a counselling/psychotherapy/psychological professional body



*'Supervision can be
a place where a
living profession
breathes and
learns'*

Hawkins and Shohet

Counselling in your Community
www.inyourcommunity.org.uk



Images of our spacious and comfortable training facilities in Coalisland

