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psychological society
qualifications

Qualification in Counselling Psychology

Candidate handbook

April 2020

www.bps.org.uk/qualifications

Contact us

If you have any questions about the Qualification in Counselling Psychology, please feel free to contact the Qualifications Team:

e: counselling.qualification@bps.org.uk

t: +44 (0)116 252 9505

Our address is:

Qualifications Team

The British Psychological Society

St Andrews House

48 Princess Road East

Leicester

LE1 7DR

If you have problems reading this document because of a visual impairment and would like it in a different format, please contact us with your specific requirements.

t: +44 (0)116 252 9523; **e:** P4P@bps.org.uk.

For all other enquires please contact the Society on:

t: +44 (0)116 254 9568; **e:** mail@bps.org.uk

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1. Welcome

1.1 Introduction

The British Psychological Society ('the Society') is the learned and professional body, incorporated by Royal Charter, for psychologists in the United Kingdom. The Society has a total membership and subscribership of approximately 60,000, and is a registered charity. Under its Royal Charter, the key objective of the Society is 'to promote the advancement and diffusion of the knowledge of psychology pure and applied, and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge'.

The Society's Qualification in Counselling Psychology (QCoP) is a doctoral level qualification which provides a route to eligibility for Chartered membership of the Society and Full membership of the Division of Counselling Psychology. We very much hope that you will find your time on the Qualification fulfilling and rewarding.

This Candidate Handbook will provide you with full details about the competencies which you will be expected to develop and the methods by which you will be assessed. It also includes information about the key people you will have contact with during your enrolment. The handbook is designed to supplement the *Regulations for the Society's Postgraduate Qualifications* which you should read carefully and adhere to at all times.

1.2 Eligibility for registration

Practitioner psychologists are regulated by the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practice using a title protected by the Health Professions Order 2001 is on the HCPC Register; the title of Counselling Psychologist is one such legally protected title. For more information, please see the HCPC website at www.hcpc-uk.org. The QCoP is a HCPC approved qualification, which means that if you are awarded the QCoP, you are eligible to apply for registration as a Counselling Psychologist with the HCPC.

1.3 Scope of counselling psychology

Counselling psychology is a distinct profession within the field of psychology whose specialist focus is the application of psychological and psychotherapeutic theory and research to clinical practice. Counselling psychology holds a humanistic value base that goes beyond the traditional understanding of human nature and development as passive and linear and views human beings and their experience as inherently dynamic, embodied, and relational in nature. Its aim is to reduce psychological distress and to promote the wellbeing of individuals by focusing on their subjective experience as it unfolds in their interaction with the physical, social, cultural, and spiritual dimensions in living. Counselling psychology takes as its starting point the co-construction of knowledge and as such places relational practice at its centre. The therapeutic relationship is therefore considered to be the main vehicle through which psychological difficulties are understood and alleviated.

A philosophical basis for counselling psychology

Counselling psychology is a specific discipline of applied psychology that is concerned with the study of being (ontology), the nature of 'how we know what we know' (epistemology) and praxis (clinical application). In its concern with philosophy, counselling psychology embraces a pluralistic and interdisciplinary attitude which overlaps with other applied psychologies, counselling, psychotherapy, psychiatry, and the political and economic systems that sustain them. At its centre lies an inquisitive, reflexive, and critical attitude that acknowledges the diversity of

ontological and epistemological positions underlying all forms of therapeutic approaches and techniques. It is a stance that holds a humanistic and relational value system which aims at the exploration, clarification, and understanding of clients' world-views, underlying assumptions, and emotional difficulties that emerge out of our interaction with the world and others.

This relational attitude holds the tension between the natural and human sciences and research by demonstrating a non-dichotomous thinking reflected in a both/and position, and which acknowledges the value of all research paradigms that explore and understand the different facets of human existence. The identities of the reflective and scientist practitioner are critically embraced in their attempts to investigate the human predicament as it unfolds within and outside the consulting room. As a result, counselling psychology philosophy and practice embraces a broader definition of 'evidence' that synthesises research and practice and encompasses the paradoxes and divergences encountered in a variety of research paradigms (e.g., qualitative and quantitative). Practice-based and evidence-based knowledge as well as research conducted with clinical and non-clinical populations lie at the centre of the discipline which promotes an attitude of openness to a wide range of philosophical and theoretical questions and points to the necessity for the co-existence of diverse approaches as nothing can be understood in isolation.

In line with the above philosophical thinking and praxis, Counselling psychologists' distinctive identity is reflected in their high levels of competence to work both with structure/content and with process/interpersonal dynamics as they unfold during the therapeutic encounter. Moreover, they bring aspects of themselves to their work, derived from their training, wider knowledge, and lived experience. In contrast to the medical model, assessment, formulation of emotional and relational difficulties in living, and therapeutic plan are seen as parts of an inherently relational and shared enterprise that is informed both by professional expertise and the uniqueness of the human encounter between practitioner and client. It is a therapeutic endeavour that distinguishes the field from other applied psychologies by its explicit use of a phenomenological and hermeneutic inquiry that enhances the aforementioned inquisitive, reflexive, and critical attitude when engaging with medical, psychopharmacological, and classification literature as well as use of nomothetic (psychometric and neurological) testing. Last but not least, as a vital balance to this pluralistic and interdisciplinary attitude, Counselling psychologists (during and post training) emphasise the value of maintaining external consultation in the form of clinical supervision with experienced members of this and related professions, as well as continued professional development and personal therapy so as to maintain and enhance their ethical and clinical sensitivity.

Counselling psychology in practice

At the heart of the philosophical praxis outlined above lies a continuous dialogue between counselling psychology practice, service providers, and service users. Counselling psychology training is a postgraduate, doctoral-level – 3 years full time or 4–6 years part time – training programme which promotes transferable knowledge and competencies. These are relevant, for example, to services for children, adults, older adults, families, people with developmental and intellectual disability, mild-severe mental health difficulties, physical health presentations, neurological impairment, substance abuse, chronic conditions and other groups and presentations, and clients with complex needs. Counselling psychologists engage with clients presenting with a variety of needs including enhancing wellbeing (e.g., coaching and personal development). Interventions aim to promote autonomy and wellbeing, minimise exclusion and inequalities and enable clients to engage in meaningful interpersonal relationships and commonly valued social activities such as education, work, and leisure.

This scope of work is in contrast to multiple, often sub-doctoral, programmes, which prepare graduates for work with only circumscribed groups, presentations or models of therapy. As well as safeguarding and improving quality of service provision, the cost-efficiency for commissioning of training is evident. Counselling psychologists are trained to reduce psychological distress and to enhance and promote psychological wellbeing by the systematic application of knowledge derived from psychological theory, practice, and research. A defining feature of the Counselling psychologist is the capacity to draw from, and utilise, different models of therapy, evidence-based and practice based interventions, as appropriate to the needs and choices of the service user. The Counselling psychologist is not a uni-modal therapist, although by the end of training specific competencies will be professionally accredited by the Society through programme accreditation, within two models of psychological interventions that will vary, depending on the training pathway pursued.

Counselling psychologists' contribution to service delivery encompasses work with individuals, (children, young people, adults and older adults), family and organisational systems, groups, and couples. They are trained not just to deliver interventions, but also to promote psychological mindedness and skills in other health, educational and social care professionals. Counselling psychologists, therefore, work across a diversity of health and social care providers including NHS, independent sector and social care, in primary, secondary and tertiary care, in-patient units and community services, as well as organisational, educational, forensic settings, and independent practice.

1.4 Training as an independent candidate

The QCoP provides a route where you can acquire the competencies necessary to become a safe, effective, ethical and autonomous practitioner in counselling psychology, and is designed so that you can take responsibility for your own learning and training. You will do this with the support of the Qualifications Team, via your dedicated Qualifications Administrator, and your Co-ordinating Supervisor. The team are committed to ensuring that the QCoP allows you the flexibility to develop the competencies and submit work for assessment at your own pace.

1.5 Aims of the QCoP

Upon successful completion of the QCoP, you will:

- be a competent, reflective, ethically sound, resourceful and informed practitioners of counselling psychology able to work in therapeutic and non-therapeutic contexts;
- value the imaginative, interpretative, personal and collaborative aspects of the practice of counselling psychology;
- commit yourself to ongoing personal and professional development and inquiry;
- understand, develop and apply models of psychological inquiry for the creation of new knowledge which is appropriate to the multi-dimensional nature of relationships between people;
- appreciate the significance of wider social, cultural, spiritual, political, and economic domains within which counselling psychology operates;
- adopt a questioning and evaluative approach to the philosophy, practice, research and theory which constitutes counselling psychology; and
- be able to develop and demonstrate communication, influencing, teaching and leadership skills by applying psychological knowledge and skills in a range of professional, clinical, organisational, and research contexts.

The learning outcomes of these are described in further detail in Appendix 1.

1.6 Structure of the qualification

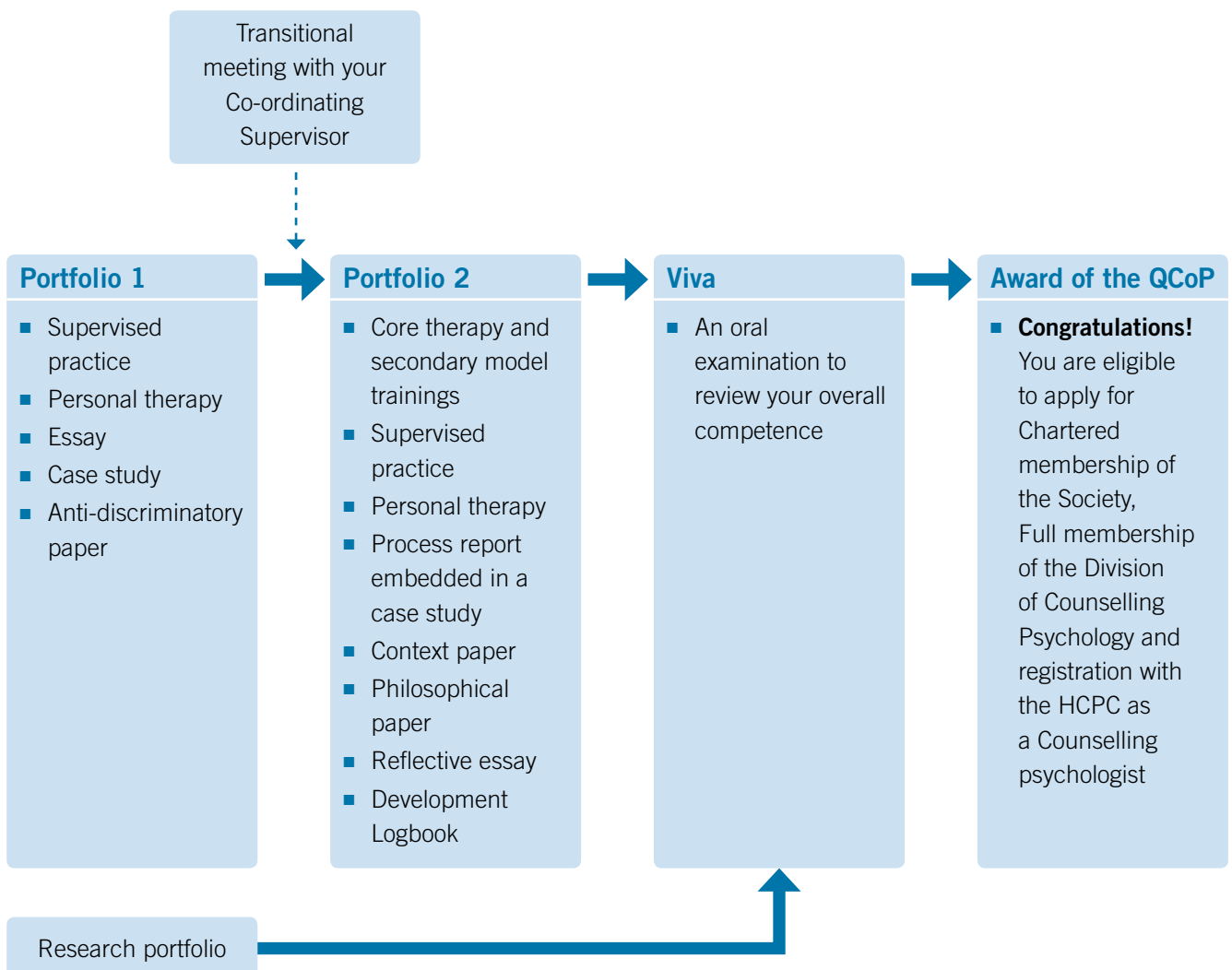
The QCoP is not a course of study in the traditional sense; it is instead a professional body award which determines whether or not the required competencies have been demonstrated. It consists of Documentary Evidence Units (DEUs) designed to ensure that you undertake appropriate developmental experiences including teaching, supervised practice and personal therapy, and Assessment Units (AUs) designed to allow you to demonstrate the knowledge and skills which you have developed.

In order to facilitate a logical progression through the QCoP, the majority of the DEUs and AUs are split across two portfolios, Portfolio 1 and Portfolio 2. You will need to pass Portfolio 1 before embarking upon Portfolio 2. In addition, you will submit a Research Portfolio documenting a piece of empirical research relevant to counselling psychology. Across the AUs, you will need to demonstrate the competencies described in Appendix 1. The assessment structure is represented in diagram 1 below.

The AUs are benchmarked either at Masters level (M-level) or Doctoral level (D-level), and the academic level at which each AU is benchmarked is indicated in italics in Sections 1.6.1 and 1.6.3. The full M and D-level descriptors derived from QAA criteria can be found in Appendix 3. The word limit for each piece of work is in brackets.

The QCoP is a developmental process and you are expected to reflect on your development throughout your training. As part of this process, you are required to keep a reflective journal.

Diagram 1: Assessment structure



1.6.1 Portfolio 1

This comprises the following:

Documentary Evidence Units (DEUs)

- **Practice Log, Practice Reports and Supervision Log (Part 1):** A log of client contact hours, supervision and practice reports evidencing 200 hours of supervised practice, with supervision at a minimum ratio of one hour of supervision for every eight hours of client contact. Hours over and above the 200-hour mark will not be considered. Please see Section 5.4.4 for further details regarding this unit.
- **Personal therapy (part 1):** Completion of 20 hours of personal psychological counselling/therapy. This must be physically face-to-face.

Assessment Units (AUs)

- **Essay:** An essay about a critical incident or point of change in therapeutic work with a client (3000 words) M-level.
- **Case Study:** A case study of a piece of completed therapeutic work with a different client (3000 words) M-level.
- **Anti-Discriminatory Academic Paper:** An academic paper which examines the meaning and implications of anti-discriminatory practice in counselling psychology. You should situate yourself in relation to the issues discussed and the paper should focus on one area of discrimination and be illustrated by specific examples (3000 words) M-level.

1.6.2 Transitional meeting

Once you have completed and passed all elements of Portfolio 1, you will attend a transitional meeting with your Co-ordinating Supervisor. The purpose of this meeting is to explore and strengthen your understanding of the shift to Doctoral level to prepare you for Portfolio 2. Attendance at a transitional meeting is compulsory. You will need to record the meeting on your quarterly review form (see Section 4.7) to indicate the measures that you are taking in order to make the transition from Master's to Doctoral level. If you or your Co-ordinating Supervisor would find it helpful to discuss any aspect of this with the Registrar, you are welcome to arrange an appointment at the Registrar's telephone clinic.

1.6.3 Portfolio 2

This comprises the following:

Documentary Evidence Units (DEUs)

- **Practice Log, Practice Reports and Supervision Log (Part 2):** As in Portfolio 1, for a further 250 hours of practice. Hours over and above the 250-hour mark will not be considered. Please see Section 5.4.4 for further details regarding this unit.
- **Core Therapy Training:** Successful completion of a course of training in counselling psychology, counselling or psychotherapy, at postgraduate level, and comprising at least 350 hours of face-to-face teaching (i.e. classroom based)
N.B. Although you will submit evidence of completion of your Core Therapy Training with Portfolio 2, you must start working towards it while you are completing Portfolio 1.

- **Secondary Model Training:** Development of a knowledge, understanding and application of a different model of therapy from your Core Therapy Training, comprising at least 150 hours of face-to-face teaching (i.e. classroom based). This course needs to be at postgraduate level.

In all usual cases, this should be a single course. However, in exceptional cases the Registrar will consider a proposal to undertake two complementary courses. No more than two courses will be considered. Where two courses are presented, a strong rationale needs to be provided (e.g. the first PgCert was below 150 hours of face-to-face teaching). The second course would need to be closely linked to the first course and at postgraduate level.

Although you will submit evidence of completion of your Secondary Model Training with Portfolio 2, you may start working towards it before this. Please note that different courses must be chosen for your Core Therapy Training and your Secondary Model Training.

When choosing your second training, you should consider that training choices are likely to be constrained by what is available and changes of direction are possible throughout a career through employment and CPD opportunities. However, at this stage, it is worth considering the direction in which you would like your career to develop.

You may be drawn to a particular client group, for example adults with physical or mental health problems, children or young people, people with learning difficulties, asylum seekers and refugees, offenders, employees, organisational management and so forth, or you may envisage working in a particular institutional or community setting such as forensic, health, work-place or education. Counselling psychology is practised in a wide range of settings with very different client populations and having some idea in which area you would like to develop or specialise once you have completed your core training may be a useful guide in finding the Secondary Model Training that suits your intended career pathway.

- **Personal Therapy (Part 2):** As in Portfolio 1, for a further 20 hours of therapy. This must be physically face-to-face.

Assessment Units (AUs)

- **Process Report embedded in a Case Study:** A process report embedded in a case study which includes the recording of a whole session and a transcript of a 20 minute segment of this recording (5000 words excluding transcript but including process comments) D-level.
- **Context Academic Paper:** An academic paper which addresses issues relating to the impact of organisational, structural or situational contexts on counselling psychology practice. The paper may draw on your experience of working in more than one organisation but should examine one specific issue in some depth (5000 words) D-level.
- **Philosophical Academic Paper:** An academic paper which critically examines the philosophical bases of counselling psychology and addresses, in particular, the relationship between its values and its commitment to psychological inquiry (5000 words) D-level.
- **Reflective Essay:** An essay which is a personal reflection on your learning experience, personal development and way of practising counselling psychology which illustrates how you have integrated your personal philosophy and approach, learning and practice. You may find it helpful to draw on your personal journal for this essay (5000 words) D-level.
- **Development Logbook:** A logbook evidencing how you have developed and demonstrated each of the competencies.

1.6.4 Research Portfolio

This portfolio requires you to submit a research dissertation on a single piece of research which is relevant to counselling psychology of between 12,000 and 15,000 words (excluding references and appendices) carried out by you.

This unit is benchmarked at M-level.

1.6.5 Viva

Once you have met the requirements for all three portfolios, you will be invited to a viva. This will be benchmarked at D-level and will last a maximum of one hour. It will be conducted by two assessors who will review with you your overall competencies, your perceived strengths and weaknesses, your developmental needs and your professional identity as a Counselling psychologist. When taking the viva, you will be required to provide photographic identification in the form of a valid passport or photocard driving licence.

2. About us

The QCoP is administered by a programme team. The programme team consists of the Counselling Psychology Qualifications Board, the Qualifications Team and the assessor team.

2.1 Counselling Psychology Qualifications Board

The Board consists of the following roles:

Chair

The Chair of the Board oversees all matters relating to the qualification, including enrolment and assessment, advising the Board on policy and procedural updates, and ensuring that results are released within the given deadline.

Registrar

The Registrar is responsible for approving your Co-ordinating Supervisor, Practice Supervisor(s) and Personal Therapist, and scrutinising and approving your enrolment application and your plan of training updates. The Registrar has oversight of the supervisory process and remains separate from the assessment process at all times.

The Registrar, along with the Qualifications Administrator, will have responsibility for all communications with you relating to the qualification and is on hand to help with any queries or concerns you have throughout your enrolment.

Chief Assessor

The Chief Assessor has oversight of the entire assessment process and manages a team of assessors who assess the work you submit throughout your period of enrolment. An important part of the Chief Assessor's role is to moderate assessments to ensure consistency throughout the assessment process, and deliver a robust programme of assessor training.

Lead Co-ordinating Supervisor

The Lead Co-ordinating Supervisor supports the work of the Registrar in overseeing your progress on the QCoP. The Lead Co-ordinating Supervisor is responsible for reviewing your quarterly review forms and liaising with approved Co-ordinating Supervisors as required.

External Examiner

The Board also appoints an External Examiner to oversee the enrolment and assessment processes and ensure that standards are maintained.

2.2 Qualifications Team

The role of the Qualifications Team is to ensure the smooth running and ongoing development of the Society's qualifications. Your main point of contact with the Qualifications Team will be your Qualifications Administrator. You can expect the Qualifications Administrator to do the following:

- answer your queries relating to the administration of your training;
- forward any queries that s/he is not able to answer (which are usually those of an academic nature) to the appropriate Board Officer;
- process your enrolment application and payment;
- process your assessments (e.g. sending these to the relevant assessor, logging the outcome of assessment and issuing your results letters); and
- ensure that the BPS Qualifications pages of the website are kept up-to-date.

If you have any queries during the course of your enrolment, you may find that these are answered in the Candidate Handbook or Regulations, or on the website. If not, please contact your Qualifications Administrator who will be happy to help.

2.3 Assessor Team

The QCoP has a team of experienced and trained assessors who are responsible for assessing submissions to determine whether you have demonstrated the competencies and achieved the appropriate level required.

3. Enrolment

3.1 Eligibility to enrol

In order to be eligible to apply to enrol for the QCoP, you will need to:

- be a current member of the Society with the Graduate Basis for Chartered Membership (GBC);
- engage the support of an approved Co-ordinating Supervisor for the QCoP (please see Section 3.2); and
- be in a position to undertake training and supervised practice in the field of counselling psychology and fulfil the requirements of the QCoP (please see Section 3.3).

3.2 Engaging a Co-ordinating Supervisor

Before you apply to enrol for the QCoP, you will need to engage the support of a Co-ordinating Supervisor. The best place to look for a Co-ordinating Supervisor is the Register of Applied Psychology Practice Supervisors (RAPPS). This can be accessed on our website at www.bps.org.uk/rapps. In order to identify potential Co-ordinating Supervisors on RAPPS, please look for registrants specifically with 'Qualification in Counselling Psychology' listed in their training route, as this indicates that they are already approved Co-ordinating Supervisors who have attended training for the role and are likely to have a degree of experience in assisting other candidates through the QCoP. Some registrants may have 'Counselling Psychology' listed in their domain but this does not necessarily mean that they are eligible to be a Co-ordinating Supervisor. However, you can still contact them to determine whether they meet the criteria below and are willing to undertake training for the role. Alternatively, you may find a Co-ordinating Supervisor through your colleagues or professional contacts, and provided that they meet the criteria below, you can propose them to be your Co-ordinating Supervisor.

Given the importance of the working relationship between you and your Co-ordinating Supervisor, you may wish to make contact with more than one potential Co-ordinating Supervisor before carefully considering who you wish to work with in this role.

Your Co-ordinating Supervisor will:

- be a Chartered psychologist;
- be a Full Member of the Division of Counselling Psychology;
- be entered on the Society's Register of Applied Psychology Practice Supervisors (RAPPS);
- be registered with the Health and Care Professions Council as a Counselling psychologist;
- have undertaken the Board's supervisor training prior to being approved in the role; and
- attend the Board's refresher training at least once every two years.

If your potential Co-ordinating Supervisor is not entered on RAPPS, they will need to contact your Qualifications Administrator who will arrange for them to undertake the Society's approved supervisor training in order to be approved in the role. This consists of two distance learning modules, one focusing on core supervisory skills (module 1) and the other on supervising specifically for the QCoP (module 2), and a face-to-face workshop.

If your Co-ordinating Supervisor is already on RAPPS through another means, they will be exempt from module 1 and will only need to complete module 2 and the workshop to ensure that they are sufficiently familiar with the QCoP in order to support you through the qualification.

Your Co-ordinating Supervisor is required to perform the following duties:

- monitor your progress towards the QCoP;
- provide guidance and support to you throughout the period of enrolment and take a key role in facilitating your overall preparation for the QCoP;
- offer feedback and guidance on any written work that you prepare prior to submission for assessment, and support your evidencing of the competencies in your written submissions (please note that this does not constitute a formal assessment of your work);
- advise you in developing your Plan of Training prior to its submission to the Registrar and review it in between Portfolio 1 and Portfolio 2, or if there are any significant changes to your training plans (please see Section 4.5 for further details);
- review and sign your annual practice report (please see Section 4.6 for further details);
- advise you on completion of the quarterly review form (please see Section 4.7 for further details);
- support you in conducting the placement audit for each placement in collaboration with the placement host;
- ensure that a risk assessment is undertaken for each placement;
- maintain monthly contact with you, which will include face-to-face contact a minimum of once every three months (please see section 4.1 for further details) throughout the period of enrolment to complete your quarterly review form. Other means of contact will include email and telephone and should be negotiated as part of the contracting process;
- read and sign your Practice Supervisor's reports after the completion of 50, 100, 200 and 300 client hours and provide a final statement after 450 client hours verifying that all interim supervisors' reports have been seen;
- witness your final report on supervision and practice in the Development Logbook;
- verify competencies in the Development Logbook;
- read and sign the Research Supervisor's annual reports;
- ensure that you keep a personal journal that reflects on your development as a Counselling psychologist;
- monitor your fitness to practise and ethical standards while you are enrolled on the QCoP; and
- engage in an annual review of their role as a Co-ordinating Supervisor.

You will need to agree a contract with your Co-ordinating Supervisor before you apply to enrol on the QCoP. You are advised to ensure that the contract includes details of all fees payable to the Co-ordinating Supervisor along with how often contact will be made as well as the method of communication. A copy of the contract must be submitted as part of your enrolment application. A sample contract is available on the qualification webpage which you are advised to amend to suit your individual arrangements. Please note that the Qualifications Team and the Qualifications Board are unable to advise on fee setting or become involved in the contracting process. Potential Co-ordinating Supervisors may request references before entering into any arrangement with you.

3.3 Planning your training

Before you apply to enrol for the QCoP, you will need to establish whether you are in a position to develop and demonstrate the competencies. This involves ensuring that you can:

- undertake postgraduate courses to acquire knowledge of two different models of therapy;
- undertake practice placements working therapeutically with clients (either on a paid or voluntary basis) under supervision;

- undertake your own personal therapy; and
- complete the written components of the qualification.

Your Co-ordinating Supervisor will be able to assist you with this process. There is no requirement to study particular models or to undertake your supervised practice in particular contexts, provided that the models you choose can be evidenced as fulfilling the definition in Appendix 1, and provided that across your placements you meet the requirements in Section 1.6 to the satisfaction of the Board.

When you apply to enrol, you will submit a Plan of Training which will indicate to the Board your plans for all DEUs and AUs across the three portfolios. Whilst you are completing Portfolio 1, you will also need to be working towards completion of your courses for your Core Therapy Training and Secondary Model Training, and therefore your plan of training at enrolment will need to include firm details of the course you are undertaking for your Core Therapy Training and outline plans for your Secondary Model Training course. The evidence of completion of these courses is submitted as part of Portfolio 2 because the consolidation of knowledge gained from these courses is at Doctoral level.

Your plan of training may change over time as your experience grows and your professional opportunities develop, and particularly as you progress from Portfolio 1 to Portfolio 2. Please see Section 4.5 for further details of the process for updating your plan of training.

3.4 How to enrol

In order to apply to enrol for the QCoP, there are a number of documents that you will need to submit to assure us that you meet the necessary criteria and will have access to relevant and appropriate learning opportunities. Please ensure that you submit all of the documentation listed below:

1. Enrolment form;
2. Plan of Training;
3. Contract with your Co-ordinating Supervisor;
4. Placement approval pack for each placement named in your Plan of Training;
5. Two references (please see below);
6. Copy of a current enhanced disclosure from the Disclosure and Barring Service (DBS) or, if you are resident in Scotland, a Protecting Vulnerable Groups scheme record from Disclosure Scotland, or Access Northern Ireland if you are resident in Northern Ireland. This must be dated in the last two years or be from your current appointment;
7. Health declaration form;
8. Equal opportunities form;
9. An application for accreditation of existing competence (AEC), if applicable (see Section 3.6); and
10. Payment details.

Your references should be completed using the form provided on the website. One of your references needs to relate to your academic training in counselling psychology, and the other to your practice. One of your referees must appear on the Society's Register of Chartered psychologists and the psychology section of the Health and Care Professions Council's Register. If you have left a Society-accredited doctoral programme in counselling psychology, your academic referee needs to be currently affiliated to the programme since this is the most relevant academic programme that you will have undertaken. This would normally be the course director. Receipt of satisfactory references is one of the conditions of enrolment.

If any documents are missing from your application, your application will be returned to you unprocessed. You will then need to resubmit your application once you have all the necessary documentation.

Your application can be submitted to your Qualifications Administrator electronically via Hightail, which can be accessed from the qualification webpage or by clicking on the following link:

www.hightail.com/u/bpsqualifications02.

Your application will be reviewed by the Registrar who will write to you to confirm the outcome within six weeks of receiving all of your enrolment documentation, unless further information is required. Your enrolment date will normally be dated from the point at which your complete application was received at the Society.

3.5 Placement approval process

It is important that the Registrar is assured about the settings in which you are undertaking your supervised practice. You will need to submit a placement approval pack for each placement that you have in place at the point of enrolment, and for any subsequent change in placement. Placement approval must be sought prior to counting placement hours. The relevant forms can be downloaded from the qualification webpage.

3.6 Accreditation of existing competence

You may feel that you can demonstrate that you have already completed one or more of the units which comprise the QCoP, as described in Section 1.6, on the basis of previous postgraduate qualifications and experience (in the case of supervised practice). If this is the case, you can apply for Accreditation of Existing Competence (AEC) by enclosing the AEC form and supporting evidence with your enrolment application. Your AEC application will be reviewed by the Registrar and the outcome will be communicated in your enrolment letter.

AECs are restricted or not allowed for some units of the QCoP as follows:

- The maximum AEC that can be requested for the Practice Logs, Practice Reports and Supervision Log is 300 hours, up to 50 hours of which can be from private practice, provided that you were appropriately registered with another professional body when these hours took place and can provide evidence to confirm this.
- The maximum AEC that can be requested for Personal Therapy is 20 hours, and this will normally be in blocks of no less than 10 hours. If you are granted maximum AEC (i.e. 20 hours) for this unit, you can choose when to undertake the remaining hours so long as they are complete by the time you submit Portfolio 2. Your personal therapy must take place physically face-to-face.
- AEC cannot be requested for the Process Report Embedded in a Case Study, the Context Academic Paper, the Philosophical Academic Paper, the Reflective Essay and the viva as these must be demonstrated at doctoral level while you are enrolled on the QCoP.
- AEC cannot be requested for any part of the Development Logbook. This allows for an accurate confirmation of your demonstration of the competencies in your practice from those who best know your work. However, you can apply for AEC for demonstration of competencies in your written work by indicating this on the unit cover sheet available online. If the competencies are evidenced to the satisfaction of the Registrar, these will be verified on the competency matrix. If any of the competencies cannot be verified, they will need to be evidenced in units submitted whilst enrolled for the QCoP. For the purposes of AEC only, if the unit meets the criteria for AEC in every other respect, the AEC will still be granted, even if

one or more of the competencies claimed cannot be verified. If you are applying for AEC for the research portfolio, please ensure that you request AEC for the competencies associated with research (section 6 of the competencies) by completing the unit cover sheet. For further details of the process for evidencing the competencies, please see Section 4.8.

If you have accrued any practice or personal therapy hours prior to enrolment which you would like to count towards the QCoP, you must submit an AEC application for these hours. Any hours submitted for assessment while enrolled for the QCoP must have been accrued since you enrolled.

If you have completed a PhD that is relevant to counselling psychology and demonstrates the research competencies detailed in Appendix 1, you can use this as the basis for an application for AEC for the research portfolio.

If you wish to apply for AEC for any units on the basis of a previous qualification, you need to provide evidence that the qualification was awarded; AEC cannot be granted on the basis of qualifications that have not been awarded. The same piece of evidence cannot normally be used to support an AEC application for more than one unit. Your CS will be able to help you in deciding which AECs you may wish to apply for on the basis of your postgraduate experience. If you are including any certificates in your supporting evidence, you can enclose a photocopy signed by your Co-ordinating Supervisor whose signature will be proof that they have seen the original.

Please note that a qualification that confers eligibility for the graduate basis for chartered membership cannot be used as evidence for an AEC application, even if it is a postgraduate (conversion) programme.

3.7 Fees and payment options

The current fee for undertaking the QCoP is available on the website. The fee can be paid either in full via bank transfer or via credit/debit card over the telephone, or via monthly interest-free direct debit over a period of 1–4 years. You will need to indicate your chosen payment method on your enrolment form.

You also need to be aware of additional costs that you may incur during your training which are not set by the Society. These include, but are not limited to, supervision costs, travel costs (for instance, to supervisory meetings, events and conferences) and professional indemnity insurance.

3.8 Length of enrolment

The minimum length of enrolment for the QCoP is three years, or the part time equivalent. This period may be reduced if you are granted any AEC at enrolment. There is no time limit so long as you meet the requirements for continuing enrolment. There is no stipulation in regard to how your enrolment period must be split across the three portfolios; however, you are advised to discuss this with your Co-ordinating Supervisor to ensure that you allow yourself sufficient time to manage the progression from Master's to Doctoral level. The Qualifications Board will also monitor progression via your quarterly review forms and your updated plan of training.

4. Programme of training and supervision

The QCoP is an experiential process which will involve undertaking a range of developmental experiences and client work, under appropriate supervision, in order to develop the knowledge and skills to practice independently.

The following Sections outline the process in more detail.

4.1 Supervision from your Co-ordinating Supervisor

Throughout your enrolment for the QCoP, you will have the support of a Co-ordinating Supervisor who will oversee your training and development as you work towards the units described in Section 1.6. They will be your first point of contact to discuss any changes to your plan of training and your preparation for assessment and will perform the full list of duties outlined in Section 3.2.

You will need to have contact with your Co-ordinating Supervisor at least monthly in order to keep them up-to-date with your progress and any queries or concerns that you may have regarding your training. A record should be kept of this contact. Contact can be face-to-face, by telephone, via email or using other suitable technology, as appropriate to the matter that you need to discuss. If you decide to arrange any contact via Skype or other video-conferencing technology, you and your Co-ordinating Supervisor will need to ensure that confidentiality is maintained. For example, each of you will need to be in a private room with no one else present.

Once a quarter, the contact must be face-to-face, either physically face-to-face or via Skype or other video-conferencing technology. At these quarterly meetings, you and your Co-ordinating Supervisor will complete the Quarterly Review Form (see Section 4.7 for further details). At least once every 6 months, you must meet physically face-to-face. For example, if you currently meet with your CS in March, June, September and December, you could hold the March and September, or the June and December meetings physically face-to-face and the alternate meetings via Skype.

4.2 Engaging additional supervisors for your practice and research

4.2.1 Practice Supervisor

You will need to have at least two Practice Supervisors across your 450 hours of client work. Practice Supervisors will usually be Counselling psychologists registered with the HCPC, and Chartered members of the Society with Full membership of the Division of Counselling Psychology, with appropriate training or expertise in supervision. Practice Supervisors who are not Counselling psychologists should be therapeutic practitioners who are accredited with a relevant professional body which has a code of ethics, current accreditation and disciplinary/complaints procedures. They will also need to be entered on the professional body's list of supervisors. You will need to state your reasons for choosing a Practice Supervisor on your plan of training. You are required to have supervision with a Counselling psychologist for the majority of your training in order to assist you in developing your professional identity as a Counselling psychologist.

Your Practice Supervisor will be approved by your Co-ordinating Supervisor and the Registrar. Prior to being approved by the Registrar, new Practice Supervisors will need to satisfactorily complete a distance-learning module to ensure they are familiar with the requirements of the role and the paperwork that they will need to complete. Thereafter, all Practice Supervisors must undertake CPD training relevant to the role of supervisor at least once every two years and this will be monitored through the annual appraisal process. If a Practice Supervisor fails to undertake

such training within a 2-year period, they will no longer be approved in the role and you will need to transfer to a new Practice Supervisor. Your Co-ordinating Supervisor will be able to support you in locating a new Practice Supervisor, and the Registrar is also available to support you if you need to transfer to a new supervisor under these circumstances.

Any proposed change of Practice Supervisor is subject to the Registrar's approval which should be sought at the earliest opportunity. The names, academic and professional qualifications and registrations and a brief account of their experience will accompany the PoT. They may also wish to provide their CV.

Practice Supervisors are invited to an annual workshop to learn more about the QCoP and their role.

Your Practice Supervisor is responsible for:

- supervising your counselling psychology practice at a ratio of 1 hour of supervision for every eight hours of client contact;
- ensuring that you maintain a log of your counselling psychology practice and working with you to provide a joint Practice Report after 50, 100, 200, 300 and 450 client hours;
- verifying that a different client is used for the Essay, Case Study and the Process Report Embedded in a Case Study; and
- engaging in an annual self-appraisal process.

4.2.2 Research Supervisor

If you are not granted AEC for the research dissertation, you will be required to undertake a piece of research while enrolled for the QCoP and submit this for assessment. Your research will need to be supervised by a Research Supervisor who will usually be a Counselling psychologist with sufficient research training and experience, although other suitably experienced researchers will be considered. If you undertake your research through a university, you may find that you are provided with a suitable Research Supervisor by the university. Your Research Supervisor must be approved by your Co-ordinating Supervisor and the Registrar.

Any proposed change of Research Supervisor is subject to the Registrar's approval which should be sought at the earliest opportunity. You will need to include their name, academic and professional qualifications and registrations and a brief account of their experience in your plan of training. You may also wish to enclose a copy of their CV.

Your Research Supervisor is responsible for:

- directing your learning in research processes and procedures. This will include:
 - identifying and defining a research question,
 - reviewing the relevant literature,
 - identifying, selecting and understanding appropriate research methodologies,
 - considering ethical issues and seeking approval if appropriate,
 - collecting and analysing data,
 - discussing and evaluating findings or results,
 - reflecting on the research experience, and
 - writing up the research in an appropriate form;
- advising you on the options for the research unit as described in the assessment criteria relating to this unit (see Appendix 2);
- meeting regularly with you for supervision; and
- providing annual reports to the Qualifications Board (see Section 4.6 for further details).

4.3 Your Personal Therapist

You will need to engage a Personal Therapist and undertake therapy while enrolled for the QCoP. Your Personal Therapist will usually be a Counselling psychologist, registered with the HCPC, who has sufficient experience in psychotherapy. If you propose to use a Personal Therapist who is not a Counselling psychologist, they should be a practitioner who is an accredited member of a professional body which has a code of ethics, current accreditation and disciplinary/complaints procedures.

Your Personal Therapist will be approved by your Co-ordinating Supervisor and the Registrar. You will need to include their name, academic and professional qualifications and registrations and a brief account of their experience in your plan of training. You may also wish to enclose a copy of their CV. Your Personal Therapist will provide a witness statement confirming the number of hours of personal counselling psychology/therapy that they have provided you with during the course of your enrolment. The Personal Therapist will have no other relationship with you; this relationship is confidential and is for your benefit and personal growth.

Any proposed change of Personal Therapist is subject to the Registrar's approval and should be sought at the earliest opportunity.

4.4 Changing your Supervisor or Personal Therapist

You may find that, during your enrolment, you need to change your Co-ordinating Supervisor, Practice Supervisor, Research Supervisor or Personal Therapist. This can occur for a variety of reasons, for example:

- changes in circumstances for one or more parties; and/or
- supervisory relationship problems.

All changes in support should be kept to a minimum and these roles should be taken on only after careful consideration of present and likely circumstances and of the responsibilities of the role. You will need to inform the Qualifications Team of any proposed change to your supervisory arrangements, and any change is subject to the Registrar's approval.

4.5 Updating your plan of training

In order to ensure that you are progressing appropriately, and to enable the Registrar to provide advice where relevant, you will need to review your plan of training, with your Co-ordinating Supervisor, once you have successfully completed Portfolio 1. You will submit your updated plan of training to the Registrar for approval. The deadline for receipt of your updated plan of training is three months following written confirmation from the Registrar that you have successfully completed Portfolio 1.

In addition, if you make any interim changes to your plan of training you must seek approval of these when such changes arise. Examples of changes which may require you to submit an interim updated plan of training are a change of course for either your Core Therapy or Secondary Model Training or a change of placement. A change of placement would also require a new placement approval pack to be submitted. If you are unsure whether a change that you are making warrants an updated plan of training, please contact your Qualifications Administrator for advice.

The Qualifications Board also reserves the right to request an updated plan of training if any aspect of your plans or progress needs to be clarified at any point.

4.6 Annual practice and research reports and criminal record declaration

The Qualifications Board is required to continually monitor all candidates' practice throughout the period of enrolment. In order to fulfil this requirement, you will submit an annual report from your ongoing placement(s), completed by your practice supervisor(s) and reviewed by your Co-ordinating Supervisor, before being submitted to the Registrar. You will need to submit a separate report for each placement. Your report(s) must be submitted by 1 May for each year of enrolment.

If you have not been granted AEC for the Research Portfolio, you will also need to submit an annual report from your Research Supervisor. This report should be submitted even if you are only at the beginning of your research process.

The process of obtaining the necessary report(s) from your Practice Supervisor(s) (and Research Supervisor, if applicable), should be planned adequately in advance to ensure that you submit your documentation by the deadline.

You will also need to enclose the criminal record declaration form.

4.7 Quarterly review process

As stated in Section 4.1, you will have a face-to-face meeting with your Co-ordinating Supervisor on a quarterly basis. At these meetings, you will complete your quarterly review forms (QRF). Your QRF enables you to review progress for the previous quarter, set objectives for the coming quarter and identify resources that you may need to access in order to support your development of the competencies. The form also has a final Section for you to note any comments or concerns that you wish to present to the Qualifications Board. You will need to submit your QRFs by 1 February, 1 May, 1 August and 1 November each year. QRFs are reviewed by the Registrar or their representative and, if there are any issues, the Registrar will raise these with you and your Co-ordinating Supervisor.

4.8 Evidencing demonstration of the competencies

The QCoP is underpinned by the competencies detailed in Appendix 1, and you will need to provide evidence of the development and demonstration of these competencies both in your written work (AUs) and in your Development Logbook. Please note that a qualification that confers eligibility for the graduate basis for chartered membership cannot be used as evidence for any competencies, even if it is a postgraduate (conversion) programme.

4.8.1 Your written submissions

In order to evidence the competencies in your AUs, you will need to consider the individual units that comprise the three portfolios, alongside the competencies, and decide in which unit you will be able to provide the strongest demonstration of each competency. This may depend on the context within which you are working, the models in which you are practicing, and the nature of your client work. You will need to complete the unit cover sheet for each AU, indicating which competencies you are claiming in each unit. This will then be assessed by your assessors alongside the assessment criteria for the particular unit (see Appendix 2). You are advised to assign each competency to only one unit, where you feel it is the strongest demonstration of competence. For further details of how this is assessed, please see Section 5.5.

4.8.2 Your Development Logbook

Your Development Logbook is a mechanism for tracking and logging your development of the competencies in practice and, when completed, it is submitted as part of Portfolio 2. Each

entry in Section 1 must be witnessed by a suitable individual who will usually be a trainer, a practice supervisor, a personal therapist or a research supervisor, as appropriate to the particular competency. The witness needs to have been approved in their respective role as part of your plan of training. The witness must be regulated by a regulator or professional body such as the HCPC, BACP or UKCP with the exception of the research supervisor who need not be registered with a regulatory or professional body. However the research supervisor must have either taught and/or supervised research at Master's level or above at a university.

Your Development Logbook can be completed electronically, with electronic signatures (scanned and inserted) for you, your Co-ordinating Supervisor and the witness.

4.9 Ethics and professional conduct

Whilst you are enrolled on the QCoP, you are engaged in training which is aimed at furthering your career as a professional psychologist. It is, therefore, integral to your training that you act, at all times, in accordance with the standards of conduct expected by the Society.

Full details of the Society's expectations of candidates' conduct are outlined in the Regulations and you must abide by these throughout your training. In brief, you are required to:

- remain a member of the Society, and understand and act in accordance with the Society's *Membership Conduct Rules, Code of Ethics and Conduct* and *Supplementary Ethical Guidelines*;
- maintain awareness and understand the implications of the HCPC's *Standards of Conduct, Performance and Ethics*;
- avoid all practices of misconduct, including academic misconduct (for example, plagiarism and all other forms of cheating) and professional misconduct;
- take responsibility for the administration related to your training;
- meet all deadlines, except where there are genuine extenuating circumstances that prevent you from doing so;
- communicate professionally with all relevant personnel;
- take responsibility for knowing when your fees become due and make the necessary arrangements for payment;
- make your status as a trainee Counselling psychologist clear to anyone with whom you have contact in relation to your training, and ensure that you comply with legal requirements regarding your title; and
- manage your time effectively.

4.10 Support for candidates and supervisors

4.10.1 Candidates

As well as receiving support from your Qualifications Administrator, you will also have access to the dedicated area of the website for QCoP trainees, which includes all the documentation you need to help with your training.

The Registrar runs a monthly telephone clinic for candidates and supervisors and you are welcome to book an appointment to discuss any queries regarding your training. The booking form is available from your Qualifications Administrator. The telephone appointment can be set up to include both you and your Co-ordinating Supervisor if you wish.

The Board also organises candidate workshops which review the qualification documentation and processes, and provide an opportunity for you to discuss any queries that you may have and meet with fellow candidates.

As a member of the Society you have access to PsychSource, which is a searchable gateway to the Society's 11 journals and books programme, plus 32 other key psychology journals, together with multimedia resources. It also provides access to EBSCO Discovery Service and links to a multitude of other Society resources supporting research, teaching and practice. You may be able to gain remote access to the electronic psychology collection at Senate House Library, University of London for a reduced registration fee. This includes the full range of Senate House's electronic journal collection, including the APA journals, and their psychology e-book collection.

You are also encouraged to apply for in-training membership of the Division of Counselling Psychology. Divisional membership will give you access to the Division's journal, *Counselling Psychology Review*, as well as events for in-training members arranged by the Division. The application form can be downloaded from the Society's webpage.

In addition, you may also find it helpful to attend the Division of Counselling Psychology conference. Further details of this and other events organised by the Society's Professional Development Centre can be accessed on the Society's website: www.bps.org.uk/pdc.

4.10.2 Supervisors

The Board organises workshops for Co-ordinating Supervisors and Practice Supervisors. These are face-to-face workshops which review the documentation and processes, and provide an opportunity for supervisors to discuss any queries they may have as well as meet with fellow supervisors. Co-ordinating Supervisors are required to attend a workshop at least once every two years in order to remain approved.

In addition, the Registrar runs a monthly telephone clinic, and Co-ordinating Supervisors and Practice Supervisors are welcome to book an appointment to discuss their queries. The Lead Co-ordinating Supervisor is also available to Co-ordinating Supervisors as required and can be contacted via the Qualifications Administrator.

5. Assessment

In order for your portfolios to be assessed, you must first register for assessment, and then submit your work in accordance with the assessment schedule. The registration, submission and marking process is described in the Sections below.

5.1 Order of assessment

You will need to submit Portfolio 1 before Portfolio 2. You can choose at which assessment session you submit your research portfolio, but the latest point at which it can be submitted is at the same time as Portfolio 2.

5.2 Registration for assessment

When you are ready to submit any of your portfolios, you will need to register for assessment. You can do this by completing the relevant Section in your QRF form and submitting this for the appropriate deadline. A list of key dates is available in Section 6. Late registrations cannot be accepted unless an extension has been authorised prior to the registration deadline. In order to be eligible to register for assessment, your plan of training and quarterly review forms need to be up-to-date and in order.

5.3 Submission of work

If you wish to submit a portfolio for assessment, you will need to do so no later than the submission deadline, having previously registered and received confirmation of your registration. You must also include the Unit Cover Sheet for each unit within your portfolio and the overall portfolio checklist. All necessary forms and the assessment timetable can be downloaded from the qualification webpage.

Your portfolios must be submitted to your Qualifications Administrator electronically via Hightail, which can be accessed from the qualification webpage or by clicking on the following link: www.hightail.com/u/bpsqualifications02.

If you register to submit a piece of work and later wish to withdraw from the assessment, please notify your Qualifications Administrator as soon as possible prior to the submission deadline.

All work submitted for assessment will become the property of the Society and will be stored securely with your candidate record for a period of five years after you complete the qualification.

5.4 Submission guidelines

Please pay close attention to the following guidelines in order to facilitate a smooth-running assessment process.

5.4.1 General guidance

- On the front page of each piece of work submitted you must include the unit name and number, your assessment number, the year of submission and the word count (for AUs only).
- You must ensure that pages are numbered as part of a set (e.g. 1 of 12, 2 of 12, to 12 of 12).
- Where the forms ask for signatures, electronic signatures (scanned and inserted) can be accepted.
- Please ensure that you submit each portfolio as a single zipped folder wherever possible.
- DEUs should be uploaded in PDF format; AUs should be uploaded in both Word and PDF formats.
- Any supporting documentation, for example letters from the Registrar confirming partial AEC or approval of a placement, should be uploaded in PDF format (the letters will have been issued to you in PDF format, but if you need another copy please get in touch).

- For some units, you may need to submit several documents in fulfilment of a single unit. These can be uploaded separately, but please clearly label the documents using the naming format below:

Candidate Number, Unit Number, Item Number, Brief description of item

For example: 000123456 DEU3 Item 1 of 4 Practice Logs

000123456 AU3 Item 2 of 3 Client recording

000123456 AU4 Item 1 of 1 Academic paper

- No part of your submission can be amended by the office.

5.4.2 DEU-specific guidance

- You must include a copy of the part of your plan of training which details your planned training/practice/supervision/therapy (as appropriate), along with evidence of approval of these plans from the Registrar.
- If you have been awarded partial AEC for any DEUs, you must also include a copy of the Registrar's final enrolment letter that indicates the remaining requirements for assessment.

5.4.3 AU-specific guidance

- AUs should be either one and a half or double-spaced using 12-point font.
- You must insert your assessment number, unit number and page number into the header or footer of each page.
- All units within your portfolio must be accompanied by a word count and any work that exceeds the word limit will be returned unmarked. The list of references and appendices are excluded from the word count, and all other text is included in the word count.
- The recording for your process report embedded in a case study must be submitted as an MP3 file and it must be clearly audible.

5.4.4 Unit specific guidance

Core therapy and additional training courses

Good practice indicates that students acting as clients in role plays during their training should negotiate appropriate consent. When submitting these units for assessment, you must include evidence of successful completion of the course such as the certificate and transcript. If you undertake a course for either unit which is longer than the required number of hours, you must complete the course in full before submitting for assessment.

Practice Logs, Practice Reports and Supervision Log

- Your practice logs, practice reports and supervision log must, across the 450 hours, include:
 - work in more than one placement;
 - work in more than one therapeutic approach or model;
 - work in more than one modality (modalities are defined as work with individuals, children, couples, families, groups or organisations);
 - experience of working with more than one supervisor, with the majority of supervision being from a Counselling psychologist(s); and
 - supervision at a minimum ratio of 1 hour of supervision for every eight hours of client contact as evidenced in your supervision log.

Please ensure that you take this into account when preparing your submissions for Portfolio 1 and Portfolio 2. For example, if your 200 hours for Portfolio 1 are all in the same modality, the assessors will need to see evidence of your second modality in your hours for Portfolio 2.

- Supervised practice hours submitted for assessment must have been accrued since you enrolled for the QCoP. If you wish to include any hours which pre-date your enrolment, then you must apply for AEC for these hours.
- If you are granted any AEC for this unit, then whilst enrolled you need to obtain practice reports at the appropriate interval according to the amount of AEC that is granted. For instance, if you are granted AEC for 50 hours, then you need to obtain reports at 100, 200, 300 and 450 hours of practice. If you are granted AEC for 100 hours, then you need to obtain reports at 200, 300 and 450 hours of practice, and so on.
- Private practice can be proposed as one of your placements where you are registered with a relevant professional body which has a code of ethics, current accreditation and disciplinary / complaints procedures and can provide evidence to confirm this. Requests to include private practice will be considered on an individual basis.
- The maximum number of hours that can be submitted from a private practice placement is 50 hours, provided that you are appropriately registered with another professional body and can provide evidence to confirm this. If you were granted AEC for any hours undertaken in private practice, these must be deducted.
- A minimum of 50 hours must be completed in your second, less-practised modality and evidenced accordingly.
- The maximum number of hours that can be submitted which involve practice with children is 150 hours.
- Planned practice hours where the client does not attend (DNA) cannot count towards this unit. You are encouraged to bear this in mind when considering placement opportunities given that placements in some settings may be more prone to DNAs than others.
- Practice hours for which you are the supervisor cannot be used towards this unit.
- Practice supervision will usually be face-to-face. Practice supervision by other means such as Skype will be considered in exceptional circumstances on an individual basis.
- Practice reports will be co-authored for each placement separately by your approved Practice Supervisor and yourself after 50, 100, 200, 300 and 450 hours of practice. These must cover work in more than one placement and with more than one supervisor and be verified by the CS. Practice reports are specific to each placement and must be completed when the required number of hours has been completed in each placement.

Essay, Case Study, Process Report Embedded in a Case Study and the Academic Papers

The assessment feedback sheets for each of these units can be found on the QCoP web pages. You are strongly advised to familiarise yourself with the criteria on these sheets.

Your Case Study and Process Report Embedded in a Case Study require written permission from the client for recording the sessions and using the material for assessment purposes; a sample client agreement form is available online.

Your Essay, Case Study and Process Report Embedded in a Case Study must each be accompanied by a statement from your approved Practice Supervisor that this is a genuine study and that work with this client has not previously been submitted for this Qualification. Without this statement, the unit will not be assessed. The statement must be attached to each copy of the unit.

Academic papers should draw on your own experience and practice in addition to theory and research.

5.5 Assessment process

Your submissions will be assessed against a number of general criteria, which apply to all units, and some unit-specific criteria. The full set of criteria is described in Appendix 2.

In addition, you will evidence the development and demonstration of the competencies (in Appendix 1) in your Development Logbook and across the AUs. As outlined in Section 4.8.1, you can decide which competencies you claim in each AU by means of the unit cover sheet available on the website. You are advised to assign each competency to only one unit, where you feel it is the strongest demonstration of competence. You will need to demonstrate each competency in at least one AU, in addition to demonstrating each competency in your practice by means of the Development Logbook. Once you have allocated a competency to an AU, it must stay attached to this AU in the event that a resubmission is required (see Section 5.9). Verification of each of the competencies is monitored using the competency matrix, which is completed by the assessors.

Each portfolio is assessed by two assessors. The assessment process is overseen by the Chief Assessor. The assessors will independently blind mark your portfolio before conferring and agreeing the recommended outcome for each component of your portfolio. Their recommendation will be passed to the Chief Assessor for review before being ratified by the Counselling Psychology Qualifications Board or officers of the Board acting on delegated authority. You will receive feedback on each component of your portfolio within three months of the submission deadline (for example, if you submitted your portfolio for the deadline of 1 February, you will receive feedback by 1 May).

If you submitted Portfolio 1 and have satisfied the assessors on all components, you will also receive formative feedback to help you to prepare for progressing to Portfolio 2. If you have submitted Portfolio 2 and have satisfied the assessors on all components, as well as the components of your research portfolio, you will be eligible to proceed to the viva.

All vivas are conducted by two trained assessors and are audio-recorded. In the case of any vivas deemed to have failed or considered borderline, the Chief Assessor is available immediately after the viva to facilitate discussion between the assessors. The Chief Assessor may also refer to the viva recording in such cases.

The Chief Assessor will give an overview of assessments in the Chief Assessor's Report, published annually online. Samples of excellent and average work are also scrutinised by the Chief Assessor to ensure the overall standard of work.

5.6 Using client material in your submissions

The nature of the QCoP, and the work that you need to submit, means that you will need to draw on client material in your submissions for assessment. You must make it clear to clients from the first meeting that all aspects of therapeutic engagement will be taken to supervision and may be used for assessment purposes. Recorded client material will only be listened to by CSs and assessors who are bound by the same codes of ethics. It is good practice to gain written permission and allow for client withdrawal of this right.

5.7 Assessment outcomes

Each unit will be awarded one of the following outcomes:

Pass	The submission is deemed to have met all of the relevant criteria and demonstrated all of the competencies attached to the unit.
Referral	The submission does not meet all of the relevant criteria, and/or does not demonstrate all of the competencies attached to the unit.
Conditional Pass	The submission meets the criteria for a Pass except that it contains minor clerical errors or referencing errors which require amendment.

If any of the units is referred or awarded a conditional pass, the portfolio as a whole will be referred until all units within the portfolio have been awarded a pass,

Results of assessments will be issued to you, via email, within three months of the submission deadline. While it is understandable that you may wish to telephone or email the Qualifications Office to check the status of your results before the deadline, we ask that you refrain from doing so as such calls and emails slow down the process of ratifying results and preparing letters. If you have not received your results by the deadline you may then obtain them by e-mail from the Qualifications Office.

5.8 Completion of the QCoP

You must achieve a pass in all units and show evidence of all competencies across the AUs in order to be awarded the QCoP. You will be issued with a certificate confirming the award of the qualification within two weeks of receiving your results letter. You can then apply for Chartered membership of the Society, Full membership of the Division of Counselling Psychology and registration with the HCPC as a Counselling psychologist.

5.9 What happens if you need to resubmit

If the assessors are unable to verify any of the competencies identified in a particular AU, and/or if any of the criteria for the unit have not been met, you will need to resubmit the unit, paying close attention to the feedback from the assessors including the timeframe for resubmission. You will need to update your PoT as per Section 4.5. You may retake that unit on no more than two further occasions (i.e. three attempts in total per unit). For further details, please refer to the *Regulations for the Society's Postgraduate Qualifications*. Please note that once you have allocated a competency to an AU, it must stay attached to this AU in the event that a resubmission is required.

The Registrar, the assessors and the Qualifications Team cannot enter into any discussion or negotiation of an individual's results or their situation, either with you, your Co-ordinating Supervisor or your professional colleagues. Full details of the appeals and complaints processes can be found in the *Regulations for the Society's Postgraduate Qualifications*.

5.10 Proficiency in the English language

All submissions must be submitted in the English language. If English is not your first language, you are required to demonstrate a degree of proficiency in the English language which is equivalent to level 8 of the International English Language Testing System (IELTS). Evidence of this includes:

- completion of a Master's degree in the English language;
- a test report form from IELTS confirming a minimum score of 8; or
- evidence of completion of a test that is equivalent to IELTS, and in which you achieve a level which is equivalent to a score of 8.

Full details of IELTS can be obtained from www.ielts.org.

5.11 Appeals and complaints

For details of the process for appealing against assessment decisions, please refer to the Regulations.

If you wish to raise a complaint, please refer to the policy for Complaints Against a Society Qualification at www.bps.org.uk/qualifications.

6. Key dates

The key dates for assessment and ongoing processes are detailed in the table below. Enrolment applications can be submitted at any point in the year. Please see the qualification webpage for exact dates.

Deadline	Document or event
1 February	Quarterly Review Form (QRF) Portfolio 1, Portfolio 2 and Research Portfolio submission deadline
1 May	Submission deadline for annual practice and research reports and criminal record declaration QRF Registration for 1 August submission deadline (by completing relevant section of QRF)
June	Vivas
1 August	QRF Portfolio 1, Portfolio 2 and Research Portfolio submission deadline
1 November	QRF Registration for 1 February submission deadline (by completing relevant section of QRF)
November	Vivas

Appendix 1: Competencies

Please see Section 5.5 for further details of how these competencies relate to the assessment units (AUs).

Please note that a model of psychological therapy is a particular therapeutic approach in relation to which there is a body of theory and research which has implications for therapeutic practice; and that offers an explanation with internal consistency about the nature of the person, of psychological difficulty, of the therapeutic relationship and the process of change.

1. Philosophy

By the end of the QCoP, you will:

- 1.1** understand the diverse philosophical bases which underpin the psychological theories that are relevant to counselling psychology;
- 1.2** be able to critically evaluate the primary philosophical paradigms that inform psychological theory and the understanding of the subjectivity and intersubjectivity of human experience;
- 1.3** understand the spiritual and cultural traditions relevant to counselling psychology;
- 1.4** embrace humanistic and relational value systems that engage with meaning, co-construction, and interpretation and aim at the exploration, clarification, and holistic understanding of clients' predicaments;
- 1.5** embody the identity of the Reflective Practitioner and demonstrate the ability to engage in a collaborative dialogue with clients aiming at understanding their subjective experience and constructions of meaning and reality; and
- 1.6** be in a position to use your own personal insight, life experiences, personal therapy and clinical supervision to facilitate the formation of a strong therapeutic relationship that is founded upon your personal qualities and the core conditions of empathy, acceptance, and authenticity.

2. Psychological Knowledge and Application

The further psychological knowledge listed below is expected to build on the psychological knowledge gained in the course of achieving eligibility for the Graduate Basis for Chartered Membership of the Society.

By the end of the QCoP, you will be able to:

- 2.1** demonstrate knowledge of theories of human, cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology;
- 2.2** critically evaluate theories of mind and personality;
- 2.3** demonstrate knowledge of different theories of life-span development;
- 2.4** understand the importance of historical, social and cultural contexts and their impact on practice;
- 2.5** demonstrate knowledge of psychological, social, and relational distress and knowledge of a range of explanatory frameworks used to understand these presentations (e.g. distress as meaningful, distress as psychopathology, etc.) as well as the ability to critically evaluate these in the light of research and practice;
- 2.6** demonstrate knowledge and critical understanding of psychometric theory;

- 2.7** evaluate, use and interpret psychometric tests, including the selection, administering, scoring and interpretation of performance based psychometric tests, e.g. neuropsychological tests, tests of cognition and development, self-other report, and other standardised assessment procedures. Use of such tests would be in close collaboration with clients and identified as one, amongst other, possible means for understanding and interpreting clients' psychological distress;
- 2.8** have the ability to critically evaluate the reliability and validity of such procedures;
- 2.9** have knowledge of diagnostic frameworks such as the DSM and ICD, including a critical understanding of the concept of diagnosis (see note below); and
- 2.10** demonstrate knowledge and critical understanding of psychopharmacology and have the ability to evaluate its effects in the light of research and relational practice.

Nota Bene

Society Issues: New Guidance on Diagnosis – 24.01.13

Practitioner psychologists should recognise the benefits some clients may derive from receiving a diagnosis, but should also be mindful of the harm that can result from labelling – particularly the risk of pathologising an individual. 'Diagnosis – Policy and Guidance' also states that psychologists may seek to supplement or replace diagnoses, wherever appropriate, with evidence-based individual psychological formulations, models and theories as a way of informing their recommendations and interventions.

For further information, see the following link:

www.bps.org.uk/news/new-society-guidance-diagnosis

3. Psychological assessment and formulation

By the end of the QCoP, you will be able to:

- 3.1** initiate, develop, maintain and end a purposeful therapeutic alliance and be able to work therapeutically at relational depth;
- 3.2** understand and work with the therapeutic relationship and alliance as conceptualised by different models of psychological therapy;
- 3.3** conduct psychological assessments (depending on the therapeutic modality used) aiming at increasing clients' self-awareness and shared understanding of their predicament, nature of distress, needs, expectations, and desired outcomes;
- 3.4** conduct appropriate risk assessment and use this to guide practice;
- 3.5** construct collaborative formulations utilising theoretical frameworks and the clients' subjective experience aiming at an empathic understanding of their predicament;
- 3.6** ensure that formulations are expressed in accessible language, culturally sensitive, and non-discriminatory in terms of, for example, age, gender, disability, and sexuality;
- 3.7** reflect on and revise formulations in the light of on-going feedback and intervention and use them as a basis for decision-making with regards to an appropriate therapeutic plan; and
- 3.8** lead on the implementation of on going formulation in work settings, utilised in order to enhance teamwork, multi-professional communication and psychological mindedness in those settings.

4. Counselling psychology practice and psychological intervention

By the end of the QCoP, you will be able to relate your philosophical understanding of counselling psychology and its evidence base to your practice, and will:

- 4.1** demonstrate in depth critical knowledge and supervised clinical experience of the particular theory and practice of at least one specific model of psychological therapy (a model of psychological therapy is defined as a particular therapeutic approach in relation to which there is a body of theory and research which has implications for therapeutic practice; and that offers an explanation with internal consistency about the nature of the person, of psychological difficulty, of the therapeutic relationship, and of the process of change);
- 4.2** have a working knowledge and supervised clinical experience of at least one further model of psychological therapy (working knowledge is defined as the ability to apply theory to therapeutic practice);
- 4.3** be able to compare, contrast and critically evaluate the ontological and epistemological foundations underlying a range of models of therapy;
- 4.4** be able to provide psychological therapy interventions:
 - to individual adults and depending on placement experience other client groups including children and young people, older adults, couples, groups, families, and organisations;
 - in a range of contexts, which may include NHS (primary, secondary and tertiary care) and other statutory, voluntary or independent settings; and
 - working within different time-frames of therapeutic practice (time limited, short and long-term, as well as open-ended therapy).

You must complete a minimum of 450 hours of supervised clinical experience in relation to the above.
- 4.5** understand the therapeutic process as it occurs when working with a range of different individuals experiencing psychological difficulties, whether that be in relation to adjustment, to circumstances, or in more significant and problematic experiences as often indicated in diagnostic categories;
- 4.6** demonstrate a personal, coherent, and ethical way of working with clients that takes account of a critical knowledge of evidence-based practice, practice-based evidence and reflective practice;
- 4.7** be able to reflect critically on your practice and responsiveness to the complex demands of clients, and consider alternative ways of working where appropriate;
- 4.8** understand explicit and implicit (verbal and non-verbal) communications in a therapeutic relationship;
- 4.9** have knowledge of, and ability to conduct interventions related to, secondary prevention and the promotion of health and wellbeing;
- 4.10** conduct interventions in a way which promotes wellbeing, personal and social functioning, and which is informed by client values and goals;
- 4.11** understand social approaches to intervention; for example, those informed by community, critical, and social constructionist perspectives;
- 4.12** be able to effectively communicate clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (for example, to professional colleagues, and to clients and/or their carers); and

4.13 understand the main principles of and approaches to supervision and have knowledge of how to apply these at an appropriate level within your own sphere of competence.

5. Evaluation of practice

By the end of the QCoP, you will be able to:

- 5.1** critically understand and use processes of evaluation in the context of counselling psychology;
- 5.2** evaluate practice through the monitoring of processes and outcomes, across multiple dimensions of functioning, in relation to wellbeing, values and goals, and as informed by client experiences as indicators chosen in collaboration with the client including measures (i.e., objective and self-report) where appropriate;
- 5.3** have awareness of the value of maintaining external consultation in the form of clinical supervision with experienced members of this and related professions, as well as continuing professional development, and personal psychological therapy so as to maintain and enhance ethical and clinical sensitivity; and
- 5.4** understand the process of evaluation and outcomes at the organisational and systemic levels as well as the individual level, including appreciation of outcomes frameworks in wider use within national healthcare systems, the evidence base and theories of outcomes monitoring (e.g. as related to dimensions of accessibility, acceptability, clinical effectiveness, and efficacy).

6. Research and inquiry

You will be able to critically understand and evaluate the ontological and epistemological strengths and limitations of different research methodologies in the context of counselling psychology.

By the end of the QCoP, you will be able to:

- 6.1** demonstrate and apply knowledge of the research evidence on process and outcomes of psychological therapy relevant to counselling psychology;
- 6.2** demonstrate knowledge of the models of science that underpin research and inquiry and of the quantitative, qualitative, and mixed-methods approaches to these;
- 6.3** demonstrate competence to use appropriate software and research tools;
- 6.4** critically analyse and evaluate published research relevant to counselling psychology and other research relevant to your practice;
- 6.5** demonstrate knowledge and understanding of a variety of research designs;
- 6.6** devise and evaluate research questions and select an appropriate methodology;
- 6.7** design, conduct, critically evaluate and report on a research project;
- 6.8** understand research ethics and demonstrate the ability to apply them;
- 6.9** reflect on your experience of being a researcher; and
- 6.10** understand the purpose and principles of service audit and service evaluation.

7. Working with diversity and cultural competence

By the end of the QCoP, you will be able to:

- 7.1** develop knowledge and understanding of equality of opportunity and diversities and how to work affirmatively to promote social inclusion in your clinical practice;
- 7.2** value social inclusion and demonstrate a commitment to equal opportunities;
- 7.3** understand issues of power, discrimination and oppression, the psychological impact of these, and how to work with these issues psychologically;

- 7.4** develop an understanding of the importance of cultural and ethnic backgrounds and an awareness of difference including visible, less visible, and mixed backgrounds, and be able to work from a knowledge base of different cultural frameworks;
- 7.5** have an understanding of the major religious beliefs and practices, spirituality, and how to work with these in clinical practice;
- 7.6** understand the diversity of forms of relationships and families in gender and sexual minority clients; be knowledgeable of the diversity of sexual and gender minority identities and practices; work affirmatively with gender and sexual minority clients, understanding contemporary models of gender and sexuality, internalised oppression, and the impact of stigmatising beliefs; recognise that attitudes towards sexuality and gender are located in a changing socio-political context, and reflect on your own understanding of these concepts;
- 7.7** be mindful of the impact of socioeconomic status and disadvantage and limited access to resources and services;
- 7.8** be aware of attitudes towards disabled people and the social construction of disability, and appropriate models for practice;
- 7.9** understand the principles and requirements of safeguarding of children and vulnerable adults; and
- 7.10** understand human development across the lifespan and the issues of discrimination and disadvantage that can arise.

8. Personal and professional skills and values

You will continuously evaluate your practice in the light of the following principles and, by the end of the QCoP, will:

- 8.1** understand ethical issues and relevant legal frameworks and guidance and be able to apply these in complex healthcare and therapeutic contexts, ensuring that informed consent underpins all contact with clients and research participants;
- 8.2** strive to do no harm by recognising your personal limitations, appropriate boundaries and understanding of the dynamics present in therapeutic and other relationships, including dynamics of power;
- 8.3** understand the experience of therapy through active and systematic engagement in personal therapy, which will enable you to:
 - demonstrate an understanding and experience of therapy from the perspective of the client, which will be utilised to guide your own practice;
 - demonstrate an understanding through therapy of your own life experience, and understand the impact of that experience upon practice; and
 - demonstrate an ability for critical self-reflection on the use of self in therapeutic process;
- 8.4** demonstrate creativity and artistry in the use of language and metaphor in the therapeutic process;
- 8.5** be able to monitor and evaluate your therapeutic practice through clinical supervision, qualitative feedback, quantitative outcome measures, feedback provided by service users, and your own personal therapy;
- 8.6** develop strategies to build resilience to handle the emotional and physical impact of practice and seek appropriate support when necessary;
- 8.7** have the capacity to recognise when your own fitness to practice is compromised and take steps to manage this risk as appropriate;

- 8.8** hold yourself accountable to the public and the profession for your personal integrity;
- 8.9** demonstrate commitment to undertake professional development to ensure you can continue to work effectively in the best interests of your clients;
- 8.10** demonstrate commitment to pursuing ethical reasoning, and deeper personal and professional knowledge, relevant to practice;
- 8.11** develop a knowledge of and practical experience in ethical reasoning and decision-making; and
- 8.12** demonstrate a commitment to continuing to abide by the Society's ethical framework, professional codes of conduct and practice guidelines as well as those of the Health and Care Professions Council.

9. Communication, influencing, teaching, and leadership skills

By the end of the QCoP, you will have developed knowledge and actively engage in experiences that demonstrate skills at a level commensurate with your level or training and role within the service in order to:

- 9.1** communicate effectively clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (for example, to professional colleagues, and to client and carers);
- 9.2** demonstrate competency in appropriate record keeping and report writing to enhance communication with other practitioners from the same and related fields;
- 9.3** understand the process of communicating effectively through interpreters and having an awareness of the limitations thereof;
- 9.4** impart psychological knowledge in a professional capacity with a view towards influencing the psychological mindedness of teams and organisations;
- 9.5** demonstrate qualities such as being aware of and working with interpersonal processes, an ability to manage professional relationships, proactivity, and contributing to and fostering collaborative working practices within teams;
- 9.6** understand the organisational policies and contextual and legal frameworks within which they practise;
- 9.7** contribute to the management and auditing processes of the organisation at a stage-appropriate level;
- 9.8** work with a knowledge and awareness of the dynamics, use and misuse of process and power and being able to recognise malpractice or unethical practice and the appropriate organisational policies and procedures to respond; and
- 9.9** understand ways to contribute to the development and leadership of the counselling psychology profession.

Appendix 2: Assessment criteria for Assessment Units

In this appendix you will find the overarching and unit-specific assessment criteria for each Assessment Unit (AU). Please refer to these criteria closely as you will need to ensure that your submission meets all of them to be awarded a pass.

Overarching assessment criteria for AUs

Your essay, case study, process report embedded in a case study, academic papers and the reflective essay will each be assessed in relation to your ability to demonstrate:

- Structure, clarity and economy of expression;
- Theoretical knowledge and psychological understanding;
- A capacity to reflect on practice issues;
- Therapeutic sensitivity;
- Awareness of philosophical, ethical, legal and professional issues; and
- Critical analysis and evaluation

Unit-specific assessment criteria – Portfolio 1

Critical Incident Essay

This unit requires an essay about a critical incident or point of change in therapeutic work with a client (3000 words). It is benchmarked at M-level, so you will need to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of counselling psychology practice.

You should read the M-level descriptors and keep these in mind when preparing your work. The following is a technical description of what the essay must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors into their essay in a coherent way.

The essay will include:

- an account of your understanding of the client and the presenting concerns;
- a description of the incident/change and its context;
- a critical analysis of the incident/change;
- a reflection on the implications of the incident/change;
- consideration of alternative explanations or consequences;
- an evaluation of your learning from the experience;
- the context in which the therapy took place;
- an introduction to the client, including your observations, the client's current family/social/cultural/employment situation, issues of race and other forms of human diversity, support networks, presenting difficulties and background information relevant to the formulations;
- the contracting process e.g. time, structure, boundaries, confidentiality, cost;
- assessment process, psychological formulation from your specific chosen therapeutic model, rationale for therapeutic approach and therapeutic goals;
- the development of the therapeutic relationship and alliance as conceptualised by the model used, and with particular reference to your own process;

- a critical evaluation of the effectiveness of interventions, including difficulties encountered and attempts to overcome them;
- ethical issues and professional dilemmas and concerns;
- reflections on the use of supervision; and
- critical evaluation of your learning.

Case Study

This unit requires a case study of a piece of completed therapeutic work with a different client (3000 words). It is benchmarked at M-level, so you will need to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of counselling psychology practice.

You should read the M-level descriptors and keep these in mind when preparing your work. The following is a technical description of what the case study must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors into their case study in a coherent way.

The case study will include:

- an account of your understanding of the client and their presenting difficulties or concerns;
- a clear rationale for the therapeutic approach taken with the client;
- a discussion of the therapeutic relationship and its development;
- a discussion of the process of therapy;
- a reflective evaluation of your learning;
- the context in which the therapy took place;
- an introduction to the client, including your observations, the client's current family/social/cultural/employment situation, issues of race and other forms of human diversity, support networks, presenting difficulties and background information relevant to the formulations;
- the contracting process e.g. time, structure, boundaries, confidentiality, cost;
- assessment process, psychological formulation from your specific chosen therapeutic model, rationale for therapeutic approach and therapeutic goals;
- the development of the therapeutic relationship and alliance as conceptualised by the model used, and with particular reference to your own process;
- a critical evaluation of the effectiveness of interventions, including difficulties encountered and attempts to overcome them;
- ethical issues and professional dilemmas and concerns;
- reflections on the use of supervision; and
- critical evaluation of your learning

Anti-discriminatory Academic Paper

This unit requires an academic paper which examines the meaning and implications of anti-discriminatory practice in counselling psychology. You should situate yourself in relation to the issues discussed and the paper should focus on one area of discrimination and be illustrated by specific examples (3000 words). It is benchmarked at M-level, so you will need to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of counselling psychology practice.

Candidates submitting work at M-level are expected to have a comprehensive understanding of techniques applicable to their own research or advanced scholarship and to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. You will also have a conceptual understanding that enables you to evaluate critically current research and advanced scholarship in the discipline; to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. These attributes should influence how you approach your learning and the preparation of your academic paper.

The following is a technical description of what the academic paper must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors into their academic paper in a coherent way.

The paper must include, but may not be limited to, examination of the following areas:

- Theoretical and practical understanding of ‘internalised oppression’;
- Personal, cultural and structural analysis;
- Philosophical, value and ethical bases of anti-oppressive practice; and
- Management of inherent tensions and complexities.

Unit-specific assessment criteria – Portfolio 2

Process Report Embedded in a Case Study

This unit requires a process report embedded in a case study which includes the recording of a whole session and a transcript of a 20-minute segment of this recording (5000 words excluding transcript but including process comments). It is benchmarked at D-level and should demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of counselling psychology practice.

You should read the D-level descriptors and keep these in mind when preparing your work. Although D-level is often thought of as research, the descriptors show how it also refers to developing and demonstrating knowledge at the forefront of the discipline within professional practice. The following is a technical description of what the case study must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors in a coherent way.

The purpose of this unit is to assess your awareness of, and sensitivity in, the therapeutic process as demonstrated in a single session. In selecting a session, the emphasis should be on the learning process, not whether the session was 'good' or 'bad'. Content should be referred to only as necessary to illuminate process.

When choosing a case for this submission, you should keep in mind the competencies that you wish to demonstrate and ensure that you present a case which enables you to do so. You must ensure that your process report is embedded in the case study, and not included as an appendix.

In addition to addressing the generic assessment criteria listed at the beginning of Appendix 2 and all of the assessment criteria detailed under Case Study, the Process Report must also include:

- an audible recording of a whole session together with a transcript of a 20-minute section of the session. This recording must be submitted electronically as .mp3 format;
- position in the session where the transcribed section occurs;
- explanation of why this particular session was chosen;
- evaluation of specific verbal and non-verbal interventions and consideration of alternative possibilities;
- reflection on your personal responses to the client or their material and how these responses informed the work;
- difficulties or dilemmas experienced by you during the session;
- consideration of your own 'material' or agenda and the way in which this impinged or assisted the therapeutic process;
- discussion of the quality of the therapeutic alliance and how it manifested itself;
- reflections on the emotional content and process; and
- critical evaluation of your learning from the session.

A transcript is an accurate verbatim account of a recorded session. There must be a clear distinction between the transcript and any commentary on it by following the format below. Speakers need to be clearly identified, responses numbered and the position within the session of the transcribed section made clear. Silences and salient non-verbal and para-linguistic responses should be indicated.

Format for transcript:

1. Client: It's just at the point in the meeting where I may be asked my opinion – I do have an opinion and have, usually read the file but I think I'm just going to sound stupid and I feel so panicky and I worry so much that (10 second silence) – Oh I get so hot ...and I think I'll just go blank ...(voice drops and avoids all eye contact with me).
2. CP: Sounds like you're get quite panicky.

Comment 1: Empathic reflection to establish contact.

3. Client: Yes ,Yes I just want to hide away and be left alone ...(still avoiding eye contact, face flushed, hands squeezing).
4. CP: What's it like telling me about this?

Comment 2: Attempt to bring client into the 'here and now' contact with me as her anxiety level seemed to be escalating.

Context Academic Paper

This unit requires an academic paper which addresses issues relating to the impact of organisational, structural or situational contexts on counselling psychology practice. The paper may draw on your experience of working in more than one organisation but should examine one specific issue in some depth (5000 words). It is benchmarked at D-level and should demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of counselling psychology practice.

Candidates submitting work at D-level are expected to have a detailed understanding of applicable techniques for research and advanced academic enquiry and to have the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems. Whilst the latter of these is most often associated with research projects, it gives an indication of the skills and abilities with which candidates are expected to approach this paper. Candidates submitting work at this level are expected to show an ability to make informed judgements on complex issues in specialist fields and to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences. These attributes should influence how you approach your learning and the preparation of your academic paper.

You should read the D-level descriptors and keep these in mind when preparing your work. Although D-level is often thought of as research, the descriptors show how it also refers to developing and demonstrating knowledge at the forefront of the discipline within professional practice. The following is a technical description of what the case study must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors in a coherent way.

The paper must include, but may not be limited to, examination of the following areas:

- facilitative as well as limiting or detrimental impacts;
- optimal, acceptable and unacceptable solutions to problems generated by the context, and your rationale for this; and
- interplay between organisation-derived dynamics (e.g. staff team) and service provision dynamics (e.g. general nature of client group).

Philosophical Academic Paper

This unit requires an academic paper which critically examines the philosophical bases of

counselling psychology and addresses in particular the relationship between its value and its commitment to psychological enquiry (5000 words). It is benchmarked at D-level and should demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of counselling psychology practice.

Candidates submitting work at D-level are expected to have a detailed understanding of applicable techniques for research and advanced academic enquiry and to have the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems. Whilst the latter of these is most often associated with research projects, it gives an indication of the skills and abilities with which candidates are expected to approach this paper. Candidates submitting work at this level are expected to show an ability to make informed judgements on complex issues in specialist fields and to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences. These attributes should influence how you approach your learning and the preparation of your academic paper.

You should read the D-level descriptors and keep these in mind when preparing your work. Although D-level is often thought of as research, the descriptors show how it also refers to developing and demonstrating knowledge at the forefront of the discipline within professional practice. The following is a technical description of what the case study must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors in a coherent way.

The paper must include, but may not be limited to, critical examination of the following inter-related areas:

- the values of counselling psychology;
- philosophies underpinning methodologies;
- philosophies underpinning models of therapy;
- reflections on scientist practitioner and reflective practitioner stances;
- subjectivity and intersubjectivity; and
- spiritual and cultural traditions.

Reflective Essay

This unit requires an essay (of no more than 5000 words) which is a personal reflection on your learning experience, personal development and way of practising counselling psychology which illustrates how you have integrated your personal philosophy and approach, learning and practice in addition to your knowledge and experience of using at least two different theoretical models. You may find it helpful to draw on your personal journals for this essay.

When preparing your essay, you should keep in mind the D-level descriptors as the assessors will be looking for evidence that you are operating at this level in your understanding of, and approach to, your counselling psychology practice and in the application of the skills you have developed.

Viva

This unit requires you to attend an oral examination (viva) of a maximum of one hour. This will be conducted by two assessors who will review with you your overall competencies, your perceived strengths and weaknesses, and your developmental needs and professional identity as a Counselling psychologist. Your reflection on your existing research in the current context of the counselling psychology profession integrating theory, practice and research will also be included,

as well as your knowledge and experience of using at least two different theoretical models.

When preparing for and undertaking your viva, you should keep in mind the D-level descriptors as the assessors will be looking for evidence that you are operating at this level in your understanding of, and approach to, your counselling psychology practice and in the application of the skills you have developed.

The purpose of the viva is to provide you with the opportunity to meet face-to-face with two assessors to review your overall competence and professional presentation as a Counselling psychologist. The overall focus of the interview will be on how you have integrated your learning into your personal professional identity as a Counselling psychologist, how you perceive this identity and how it is manifested in your practice.

The starting point of the viva will, therefore, be your personal overall account as presented in the reflective essay; however, any aspect of your professional development and portfolio of work may be discussed during the course of the examination. While your own assessment of your strengths and weaknesses will be of particular interest, the interview is also the opportunity for the assessors to discuss with you any specific or persistent issues identified by assessors in your complete portfolio.

In preparing for the viva, you are advised to review your overall development, your perceived strengths and weaknesses and further developmental needs in the light of all the submitted work and the feedback received. You are also advised to reflect in some depth about your identity as a Counselling psychologist, the major influences shaping this identity (e.g. philosophy and values, particular psychological and therapeutic theories, personal and professional experiences) and how this is reflected in your work with clients and in professional relationships with colleagues.

Unit-specific assessment criteria – Research Portfolio

This portfolio requires you to submit a research dissertation on a single piece of research which is relevant to counselling psychology of between 12,000 and 15,000 words (excluding references and appendices) carried out by you.

This unit is benchmarked at M-level.

Candidates submitting work at M-level are expected to have a comprehensive understanding of techniques applicable to their own research or advanced scholarship and to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. You will also have a conceptual understanding that enables you to evaluate critically current research and advanced scholarship in the discipline, to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. These attributes should influence how you approach your learning and the preparation of your research dissertation.

The following is a technical description of what your research dissertation must include. Part of the expectation of a candidate submitting work at this level is that they will be able to integrate these factors into their submission in a coherent way.

The research dissertation will be assessed in relation to the following:

- style and expression;
- title and abstract;
- literature review;
- rationale for the study;
- sampling;
- methodological rigour;
- analysis;
- results;
- reflexivity;
- relevance to counselling psychology; and
- discussion.

You are required to undertake your research within an educational institution, an NHS Trust, a charitable organisation or other suitable body where there is an established ethics approval committee. You will need to ensure that you adhere to the research guidelines set by the body with whom you are undertaking your research, and a copy of the research guidelines and ethics approval must be enclosed with your submission for this unit. Evidence of your adherence to these guidelines must be available if requested by the Qualifications Board.

You should note that plans to complete this unit must include teaching in research methods, and evidence of these being satisfactorily assessed. For example, you may plan to conduct a research project within an NHS setting where you are employed and are able to access the ethics process. This may be satisfactory if you already have an MSc or PhD in a related discipline but not if you have had no previously assessed research methods teaching at postgraduate level.

Appendix 3: M-Level and D-Level descriptors

As taken from The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, the Quality Assurance Agency (October 2014).

Descriptor for a qualification at Masters (M) level: Masters degree

Masters degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and / or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline; and
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

and holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable situations; and
 - the independent learning ability required for continuing professional development.

Descriptor for qualifications at Doctoral (D) level: Doctoral degree

Doctorates are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems; and
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches; and holders will have:
- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Appendix 4: Guide to reading

The QCoP requires a level of understanding and analysis that reflects the standard of Doctoral level work. Moreover, unlike some of the specific trainings that may form part of their preparation for the qualification, you should recognise that, as a professional qualification in psychology, the QCoP places a strong emphasis on practice that is informed by, and analysed in light of, psychological theory and research. Equally strong are the emphases on ethical thinking and practice and understanding the social, political and organisational contexts of practice.

In ensuring that your reading adequately prepares you for assessment in all aspects of the syllabus, you should at all times be guided, first and foremost, by the Candidate Handbook. This will mean accessing current and relevant peer review research and review papers. **Reliance on text books and/or secondary referencing is not adequate and will considerably reduce your likelihood of success.**

Journals

You should read widely from peer reviewed journals and the primary resource provided for QCoP candidates is online access to the Senate House Library in London. As a member of the Society you already have access to the physical collection and, as a candidate for a Society qualification, you may also be able to gain remote access to the electronic psychology library collection. This would provide access to the full range of Senate House's electronic journal collection, including the APA journals, and to their psychology e-book collection.

The classics

Whilst there is now an enormous range of practice-related materials it is important not to neglect the classics and it is strongly recommended that you read some original work of the founders of our discipline. Some of Freud's case studies and Roger's *On Becoming a Person* would be good starting points, but you should also sample the founders of the particular approaches that most interest you. These significant thinkers and practitioners are not of purely historical interest, they still offer a great deal of insight.

There is more to practice than psychology

Whilst our core discipline is psychology, it is also important to remember that a broad understanding of the socio-political and cultural dimensions of practice is required and can be developed by reading in related disciplines.

Listening to clients' stories and understanding their perspectives is central to our work and, as well as being enjoyable, novels and poetry can enhance insight and our capacity for empathy.

Appendix 5: Glossary

If there is a term which you do not understand but which does not appear in this glossary please contact the Qualifications Office.

AEC

Accreditation of Existing Competence, where an applicant can present relevant postgraduate experience at enrolment to offset some of the requirements of the QCoP.

Assessor

A suitably qualified and experienced Counselling psychologist appointed by the CoPQB to assess submitted work.

AU

Assessment Units, the written units of the QCoP, such as case studies, academic papers and research.

Chair

The member of the CoPQB who has overall responsibility for the QCoP.

Chartered membership

This reflects the highest standard of psychological knowledge and expertise

Chief Assessor

The member of the CoPQB who has overall responsibility for the assessment process for the QCoP.

CoPQB

The Counselling Psychology Qualifications Board, which manages all aspects of the QCoP.

CS

Co-ordinating Supervisor, who supports and guides a candidate from enrolment through to completion of the QCoP.

DCoP

Division of Counselling Psychology, the Society's professional community which promotes the professional interests of Counselling psychologists.

DEU

Documentary Evidence Units, the QCoP units which involve undertaking developmental experiences (for example, attendance at courses, providing therapy to clients or attending personal therapy yourself).

Enrolment

The process by which candidates are accepted onto the QCoP, which involves working with your approved CS to prepare a suitable plan of training and, where applicable, an application for AEC.

GBC

Graduate Basis for Chartered membership, the minimum threshold for entry to Society accredited postgraduate training in applied psychology and the Society's postgraduate qualifications.

HCPC

Health and Care Professions Council, the regulatory body for practitioner psychologists in the UK.

Lead CS

A member of the CoPQB who assists CSs in their role and reviews quarterly review forms from candidates.

Placement Approval Process

The process whereby a candidate seeks approval of a new placement through completion of various forms including a risk assessment and placement audit form.

Placement host

The provider of the placement where you undertake a period of supervised practice towards the QCoP.

PoT

Plan of Training, which outlines how you intend to fulfil the various AUs and DEUs of which the QCoP comprises.

PoT Update

The process whereby a candidate updates their plan of training in conjunction with their CS.

Practice Supervisor

A suitably qualified and experienced Counselling psychologist, or other appropriately registered individual, who will supervise your client work.

QCoP

Qualification in Counselling Psychology, sometimes known as the independent route to training as a Counselling psychologist.

Quarterly Review Process

The process whereby a candidate meets with their CS quarterly to review their progress and plan objectives for the next quarter, which will be documented on the Quarterly Review Form.

QC

Qualifications Committee, which acts on delegated authority from the Membership and Standards Board to consider matters of policy and implementation regarding the Society's postgraduate qualifications.

Registrar

A member of the CoPQB who liaises between the CoPQB, supervisors and candidates.

Registration for Assessment

The process through which candidates register to submit work for assessment.

Research Supervisor

A suitably qualified and experienced Counselling psychologist, or other appropriately registered individual, who will supervise your research.

The British Psychological Society
St Andrews House,
48 Princess Road East,
Leicester
LE1 7DR

t: +44 (0)116 254 9568
e: enquiries@bps.org.uk

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