Standards of Training and Education required for NCPS Advanced Professional Training recognition

Introduction

Advanced Professional training courses are aimed at qualified practitioners, registered as Accredited Registrants (MNCPS Acc.) or equivalent, who wish to enhance their theoretical knowledge and clinical skills in order to evidence criteria required for Accredited Professional Registrant (PNCPS Acc.) membership.

These post-qualifying courses enable trainees to evidence the competencies and guided learning/tutor contact hours required for this grade, which is mapped to SCoPEd Column B.

Accredited training must contain a substantial component of face-to-face/in-the-room training with allowance for some synchronous online teaching should a training provider wish to offer this. Asynchronous online tuition and/or distance learning is permissible but will not be eligible to be counted towards the required Guided Learning Hours (GLH) for this training.

In addition to other criteria required, successful completion of such a course offers a more direct route to becoming an Accredited Professional Registrant (PNCPS Acc.).

Our procedures look at quality as well as quantity and recognise that a variety of learning experiences is involved in enhancing skills and knowledge of a reflective practitioner of counselling. NCPS Advanced Professional training courses are mapped to SCoPEd Column B competencies.

In devising these Standards, The Society has consulted with the SCoPEd partnership.

Such courses must show that they meet the particular requirements appropriate to their own model and scope of training. They should provide appropriate learning outcomes to demonstrate this.

The Standards

Course Quality

Training must incorporate and be informed by:

- Respect for the client's autonomy, cultural differences and rights
- Practitioner awareness of the limits oftheir level of competence and the vulnerability of the client
- Awareness of the importance of personal development, supervision and CPD
- The protection of students' and tutors' rights to free speech

Trainees should be equipped to advance their practice as safe, competent, and ethical practitioners, and demonstrate cultural competence in supporting their clients.

Course Content

Training must include a balance of theory and practice.

The training course must take the form of a coherent programme which allows for the integration, over time, of students' theoretical knowledge, personal development and practical experience.

This training should be taught and assessed at Level 5 or above on the Ofqual Regulated Qualifications Framework (RQF), or equivalent as demonstrated to the Society's satisfaction, and must evidence that it meets the following competencies:

Theme 1 Professional Framework

1.13.Bi Ability to take an active role as a member of a professional community and participate effectively in inter-professional and multi-agency approaches to mental health where appropriate.

1.13.Bii Ability to work in multi-disciplinary teams with other professionals to enhance therapeutic outcomes.

Theme 2 Assessment

2.1.B Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach.

2.5.B Ability to conceptualise, evaluate and take account of a range of mental health problems, symptoms of psychological distress, functioning and coping styles (with due understanding of cultural norms), during assessment and throughout therapy.

2.8.B Ability to devise and use a comprehensive risk assessment strategy.

2.11.B Ability to identify and respond to the impact of the technologically mediated environment on issues of identity and presence, including fantasies and assumptions about the therapist and client or patient.

Theme 3 Therapeutic Relationship

3.10.B Ability to work with issues of power and authority experienced in the 'unconscious' or 'out of awareness' processes of the client or patient as part of the therapeutic process.

3.13.Bi Ability to critically reflect on the client's or patient's process to enhance the client's or patient's self-awareness and understanding of themself in relationship.

3.13.Bii Ability to be aware of, and respond to, emotional shifts occurring in each session, with the aim of maintaining a level of emotional engagement appropriate for each circumstance.

3.16.B Ability to actively use own responses to the client or patient in a way that is therapeutic and consistent with the theoretical model or approach.

3.21.B Ability to make use of ruptures or impasses in the therapy as opportunities for expanding the understanding of the client's or patient's subjective experience of their difficulties.

3.23.B Ability to analyse and address difficulties in the immediacy of the therapeutic encounter to find ways to overcome such difficulties.

3.24.B Ability to consider and manage complex issues arising when ending therapy in the light of the client's or patient's previous experience of endings.

Theme 4 Knowledge and Skills

4.2.B Ability to critically appraise a range of theories underpinning the practice of counselling and psychotherapy.
.

4.3.B Ability to work with suicidal risk and the often complex nature of suicidal ideation and (or) other self-harming behaviours and associated 'unconscious', or 'out of awareness' processes and perceptions.

4.4.B Ability to use the therapeutic relationship to work with the client's or patient's 'unconscious' or 'out of awareness' perceptions, experiences and distortions of the therapist and the therapeutic relationship to enhance therapeutic change.

4.7.B Ability to demonstrate the capacity, knowledge and understanding of how to select and adapt interventions and (or) approaches to respond to the needs of the client or patient.

4.9.B Ability to reflect upon the complex and sometimes contradictory information gained from clients or patients and to coherently describe their present difficulties and the potential origins using a clear theoretical model or approach.

4.11.B Ability to recognise and explore with the client or patient the assumptions that underpin understanding of identity, culture, values and worldview.

4.15.B Ability to utilise audit and evaluation tools to monitor and maintain standards within practice settings.

4.16.B Ability to draw upon and evaluate published research on counselling and psychotherapy, and integrate relevant research findings to enhance practice.

4

Theme 5 Self-Awareness and Reflection

5.1.Bi Ability to be emotionally prepared for intense and complex work, which requires sustained reflexivity.

5.1.Bii Ability to work with 'unconscious' and 'out of awareness' processes.

5.4.B Ability to critically challenge own identity, culture, values and worldview.

5.6.B Ability to review and evaluate supervision arrangements and take responsibility for adapting supervision to the evolving and changing requirements of ongoing practice.

Tutor Contact Hours

The duration of the programme must be at least equal to the Total Qualification Time (TQT) set by the Awarding Body for a qualification at the relevant Level (if applicable) and offer no less than 150 Guided Learning/Tutor Contact hours(GLH). Appropriate Learning Outcomes must be published and made available.

Teaching, Learning

The number, qualifications and availability of teaching staff must be sufficient to ensure that students are enabled to develop their skills and learning in line the competencies required for SCoPEd Column B.

Teaching delivery can be a mix of in the room, synchronous online or asynchronous online. However, only synchronous teaching hours can count towards the tutor contact hours/guided learning hours (GLH)

Percentage of 'in the room' vs online teaching delivery hours is not stipulated. However, there must be some 'in the room' teaching delivered throughout the course to ensure:

- student relationships are developed sufficiently to undertake the personal development/reflective elements of the course
- tutors can safely hold experiential elements of the course
- students have the opportunity to practice Column B associated skills in the same room
- tutors can make robust decisions about fitness to practice

It's recommended that students and staff have the opportunity to meet 'in the room' at the start of the course to enable the development of student/staff relationships.

Tutor Criteria

Tutors responsible for delivering theory and undertaking course assessment must be qualified to at least the level of the course or higher, and have the competence to deliver and assess training at Column B.

Some, if not all, tutors should hold at least Accredited Professional Registrant membership with the NCPS (or equivalent membership with another SCoPEd membership body). Concessions can be made whilst a training provider is going through the application process for Advanced Professional course recognition. However ongoing recognition will require this criteria to be met within the first year of course delivery.

Tutors involved in the delivery of the different elements of the course such as observation of skills practice and personal/experiential group facilitation are not required to be qualified to the equivalent level of the course.

Tutors must adhere to the NCPS Code of Ethics.

Tutors are required to be competent in online practice and teaching delivery.

Assessment

Trainees must be regularly assessed, by both formative and summative assessments.

Examples of formative assessment include: feedback on skills practice; self and peer evaluation and assessment; individual or group presentations; reflective writing/journaling; feedback on development of ethical and professional practice in relation to the SCoPEd B competencies.

Examples of summative assessments include: essays which demonstrate knowledge, understanding and critical evaluation skills, case studies, supervisor reports, skills' practice assessments, presentations, practice portfolio, evaluation of ethical decision-making in relation to practice, personal learning and development statements, in-depth research proposals, empirical research projects, systematic reviews or systematic case studies.

Supervised Practice/Placement

As an integral part of this course, at least 50 supervised client hours are required to be carried out and assessed in line with Column B competencies.

These hours can be gained in multiple settings but private practice is only acceptable where the student has sufficient support and suitable supervision in place to enable them to work safely and ethically with more complex clients. It is important for students to complete a thorough client assessment before contracting with more complex clients.

Client hours can be gained working 'in the room', synchronously online and/or via the telephone. Online/phone working is only permitted for students who are already competent in online/phone therapy (OPT).

The course provider will need to approve supervisors as suitable to support the client work required for this course confirming they have the necessary knowledge and skills for supervising students developing Column B competencies.

Personal Growth and Development

Courses may set their own requirements for personal therapy/development and to determine how they will assess students self-awareness/reflexivity. Courses will need to include some experiential/personal development elements. There must be some taught elements relating to cross-cultural personal development.

Ethics and Policies

Training providers must have in place and have published:

- A satisfactory Complaints Procedure.

A suitable Independent Complaints Reviewer (ICR) must be in place to support any requests made to review a complaint. An ICR would be defined as someone who was not otherwise directly associated with the trainer (not a tutor, lecturer, employee or business owner) but whom the trainer could compensate for their duties.

- A satisfactory Equality, Inclusion and Diversity (EDI) policy

Training Providers agree to be subject to the Society's own **Code of Ethics** and **Complaints Procedures**.

Philosophy of Training

The training organisation should provide a statement of its particular approach to and ethos of the vocation of counselling and the training of practitioners.

It is also important for training providers to ensure that students are informed about the additional requirements they will need to meet for Accredited Professional Registrant membership (PNCPS Acc.).

If you have any questions about this guidance, please email standards@ncps.com

NCPS | NATIONAL COUNSELLING & PSYCHOTHERAPY SOCIETY

Connect with us today!

www.ncps.com 🌐

01903 200666 📞

hello@ncps.com ✉️