Advanced Certificate in
CLINICAL SUPERVISION
Including Online and Telephone Working

Course Handbook

COUNSELLING TUTOR

Contents

Welcome

Welcome to Counselling Tutor's Clinical Supervision Course for working face-to-face and online. We are delighted to have you on board as a participant in this training and hope you will find it enjoyable, stimulating and professionally rewarding.

In this handbook, you will find information outlining various important course aspects. You can refer to it throughout your learning journey with us to guide you.

Introduction

Our online and telephone counselling courses suite has been designed to assist supervisors, counsellors and clients to work safely and ethically in an online environment.

With the change of the counselling world, many counsellors are switching to delivering some or all their services online, but there are relatively few supervisors qualified to support them.

The British Association for Counselling and Psychotherapy (BACP) states in its Online and Phone Therapy (OPT) Framework (2021, p. 13) that its members must have:

7. Ability to source and make use of appropriate supervision for OPT

i. An understanding of how to source a supervisor with knowledge and experience of OPT.

ii. An ability to make use of online/phone supervision, e.g. by:
- *Engaging with supervision that parallels the type of therapy offered, e.g. phone, online platform, email*

- *Acknowledging in supervision the particular phenomena raised in blended therapy, e.g. phone and in the room, online and in the room, phone and online*
- *Using supervision to reflect on and discuss the impact OPT may be having on the client and/or practitioner using supervision to support and develop own OPT practice.*

Becoming skilled in this important clinical supervision area may represent an opportunity to develop your practice.

Even if you are already a qualified supervisor, additional training is needed to supervise online and telephone counsellors in a way that meets professional and ethical standards.

This is because there are psychological processes – as well as several legal, ethical and practical considerations – that you need to be aware of when counselling online or supervising others' online counselling work.

Indeed, the Association for Counselling & Therapy Online (ACTO) advises that before beginning to supervise online counsellors, clinical supervisors should have experienced counselling online, and upgrade training in online supervision.

And that is where this training fits in.

Counselling Tutor's learning materials are based on professional counselling and psychotherapy practice in the UK. We welcome students and practitioners from other countries and encourage and embrace the exchange of knowledge and experience. It is your responsibility to adapt the content of our materials to where you practise. Before starting a course, you may contact your professional body to check that it fits their requirements for practitioner development. We are here to support you within the bounds of our UK remit.

Eligibility for the Course

You must hold a Diploma in Counselling/Psychotherapy qualification or equivalent, have been in practice for a minimum of 2 years post-graduation or have a minimum of 450 hours of practice experience.

You must also have the appropriate qualifications/training for online and telephone work. The type of training in online and phone you have must:

- Focus specifically on providing counselling online and by telephone
- be – or be equivalent to – Counselling Tutor's Certificate in Online and Telephone Counselling Course
- cover the psychological processes and safety protocols involved in online therapy.

These training courses typically involve at least 80 hours of training, which is the amount recommended by membership bodies such as the British Association for Counselling and Psychotherapy.

It would be good practice to discuss your plan with your supervisor(s) who will be required to support your application.

Before starting the course, you will need to supply a letter from your supervisor(s) stating they are willing to supervise your supervision practice. *Download the letter to supply to your supervisor* **HERE**.

Your supervisor will be asked to include their professional association, of which they are a current active member, and their membership number.
We need this letter from you before you start the training.

If you are already qualified as a clinical supervisor in face-to-face practice, this course is also suitable for enabling you to upskill to supervising telephone and online therapy work.

To undertake this online clinical supervision training course, you will need:

- A formally recognised counselling qualification to Diploma level or above in any modality
- A minimum of 2 years in practice or 450 counselling practice hours which have been supervised
- A reference letter from the supervisor who supports your application and will be supervising your supervision practice hours. This letter will be asked for after enrolment and needs to be supplied before you can start the training course.

While we welcome students whose first language is not English, fluency in English (both spoken and written) is essential in order to participate fully in all elements of the course and to achieve its learning outcomes.

Please contact us if you are unsure whether your proficiency in English is sufficient. We reserve the right to remove from the course anyone who proves unable to meet this standard.

If you fulfil our eligibility criteria, please also reflect on the following:

Supervisors have a vital role in upholding ethical practice and professional standards of the profession. This is a role which safeguards good practice, therefore your individual experience needs to be of a sufficient depth and breadth, which cannot be measured numerically.

A supervisory role requires your commitment to ongoing learning and development and the ability to create constructive learning environments with supervisees.

Fitness to Study:
Policy and Procedure

Core Principles

At Counselling Tutor, we aim to provide a positive and safe environment that is supportive of students and enables them to engage with their studies and achieve to the best of their ability.

Alongside this, we have an ethical duty to consider how our students impact on others whom they may encounter through participating in the course – that is, peers, clients and supervisees.

Purpose and Scope

Fitness to study therefore relates to a student's capacity to participate fully and satisfactorily in all aspects of their course: individual study, group activities/exercises, and practice hours with peers/clients/supervisees.

A student's fitness to study may be a cause for concern as a result of various circumstances, including:

- their academic performance or personal conduct is causing concern, and is thought to result from underlying physical or mental health problems
- a student is routinely making applications for extension, stating health issues (mental or physical)
- a student's behaviour is unacceptable, and is known or suspected to be, the result of an underlying physical or mental health difficulty
- a student's mental or physical health issues are adversely affecting the health, safety or wellbeing of others (including their ability to engage effectively in the course).

This policy and procedure is designed to inform and guide our response to any situations where there is concern that a student is not well enough to study, whether or not the student is initially aware themselves of this.

Raising Concerns about a Student's Fitness to Study

Any affected party is free to raise any concerns about fitness to study. Any concerns should initially be brought to the attention of the relevant Course Tutor, who will in turn inform the Head Tutor. The Head Tutor will investigate the concerns, through speaking with the student and other relevant people, and will suggest a suitable response.

We are keen that there should be early intervention and active collaboration between staff and students in managing situations where there are concerns regarding fitness to study.

Possible Responses to Concerns about a Student's Fitness to Study

Where an investigation concludes that a student is not fit to study, we will – wherever possible – offer support (or signpost the student to external support) to enable them to complete the course satisfactorily. If this is not possible, then we may:

- temporarily suspend their participation in their course (until they are well enough to complete it in a manner that meets professional standards)
- require the student to withdraw permanently from the course (if the student's behaviour has significantly breached ethical standards and/or the Head Tutor deems it highly unlikely that the student will become well enough to complete the course satisfactorily within a reasonable timeframe).

Whichever course of action is chosen as appropriate, we will communicate clearly with the student at all stages.

Right to Appeal

If the student wishes to appeal the response of the Head Tutor, they have the right to do so by contacting our support team on support@counsellingtutor.com, explaining clearly their reasons for making an appeal. The support team will allocate the appeal to a senior member of the Counselling Tutor team for review.

Features of the Course

- Course start dates are available four times a year in January, April, July and October.

- Introduction session before the start of each course intake.

- 40 hours of live tutor-led online teaching (80% attendance required*)

  *Our course relies on a minimum attendance rate of 80% to support you in becoming a competent and confident supervisor. For this reason, the following requirements apply:

  o If you miss one live training session during the course, you will need to watch this afterwards, and confirm to us that you have done so.

  o If you miss two live training sessions during the course, you will need to move to a different cohort so you can pick up at least one of these live (you can watch the other one afterwards if you can't attend both live).

  o If you know in advance you will miss a live session, please contact the Head Tutor christine@counsellingtutor.com to arrange an alternative cohort attendance.

o   All partial absences are noted and count toward total absenteeism.

If you know in advance that you will have a partial absence from a live session, please inform the Head Tutor who will discuss this with you in order to ensure your learning and the learning of others is not impacted.

For unforeseen events leading to partial absence from a live session, the Tech for your live session needs to be informed when you arrive late or leave early, regarding the reasons.

If you are unable to meet these requirements, it may be better for you to wait and restart the course with a future cohort. Should this happen during your course, please contact us to discuss options – we promise we will do our best to support you in making a good plan to qualify as a supervisor.

- Additional 120 hours of learning – all online, accessed via a secure portal.

  Flexibility to work at your own pace – You will have 12 weeks to complete your assignment after the final live tutor-led session and 1 year to gain a minimum of 20 hours of placement supervision experience.

  The supervision formal training is delivered online over a 3-month period from start to finish. After session 5, you will be encouraged to begin supervising on a placement basis, providing your supervision letter has been submitted.

- The total amount of hours for this training are 180.

- Blended learning to accommodate varied learning styles, including visual, auditory, and kinaesthetic.

- Peer practice sessions observed by tutors, for developmental purposes, working towards fitness to practice.

- Supporting documents and lectures to reinforce your learning.

- A completion certificate to evidence your learning and CPD.

- Mapped to the supervision competences set by ACTO, the BACP and the National Counselling and Psychotherapy Society (NCPS).

We are delighted to announce that the National Counselling and Psychotherapy Society (NCPS) has audited the course materials and awarded the course Quality Checked status. All completion certificates will carry the NCPS Quality Checked logo.

Level of the Qualification

The Advanced Certificate in Clinical Supervision course is taught, observed and assessed at the equivalent of level 6 and is designed to meet the Level 6 criteria, as outlined by

- ***The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies in England, Wales, and Northern Ireland (FHEQ)***
- ***The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).***

This course's credibility is further strengthened by its learning outcomes and assessments being aligned with the supervision training curriculum of the British Association for Counselling and Psychotherapy (BACP). This ensures that the course provides a comprehensive and advanced understanding of clinical supervision in theory and practice at a level equivalent to Level 6 (or Level 7 in Scotland).

The curriculum and assessment require students to understand and apply sophisticated supervision theories, such as the Integrated Development Model and Shohet and Hawkins' Seven-Eyed Model, both theoretically and in practice.

This approach aligns with the expectations for advanced knowledge and the ability to critically evaluate information at this level. Institutions, including ours, may refer to their courses as having 'Level 6 equivalence' to indicate a standard of quality and depth.

This practice is akin to that of other awarding bodies (such as Skills and Education Group and CPCAB), who develop tailor-made qualifications for training providers that meet specific professional standards, even if they remain unregulated by Ofqual.

Our commitment is to provide training that aligns with these rigorous standards, offering you a comprehensive and robust learning experience; this training has been designed to match the Level 6 descriptors set by the FHEQ/FQHEIS.

For more information, please click the link to see the relevant descriptor for learning outcomes at Level 6, as outlined in *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*.

Self-Learning Time Requirement

Per week:
- 1-2 hours of buddy work online
- 4-6 hours video lectures, reading and research

Learning Outcomes

On completion of the course, you will be able to:

- understand the context of online supervision and reflect on the potential challenges and opportunities both you and your supervisees may encounter

- navigate the ethical and legal complexities you may encounter in online supervision practice

- identify how assessment and feedback practices can help your supervisees to learn and grow

- consider what research evidence tells you about effective supervision practices in an online environment

- engage with the ongoing technological developments that working online may involve.

Assessment and Practice

After live session 6 of the training, you will have 90 days to complete parts 1 and 2 of the assignments. The final part of the assignment – 20 placement hours – needs to be submitted within 12 months after the final live session.

Assignment 1 is a written essay (2500 words)

Assignment 2 is a transcription of a recorded session with process notes.

20 Practice hours supervising counsellors* – supervised by an appropriate supervisor.

NOTE: We can't count group supervision hours, only one-to-one supervision. You cannot supervise peers who are in your course cohort or in other cohorts that are running concurrently with yours.

The assignments are graded as either a pass or a referral.

Should your assignment(s) get referred, a tutor will email you with guidance and feedback and offer you the opportunity to resubmit your assignment once you have implemented the feedback.

Passed assignments will be confirmed via email.

You will be supported through the assignments by the tutor team, so you don't have to do this alone.

An in-depth assignment briefing in week 6 will cover all aspects of both assignments, including word counts for each session, how to record and transcribe using free tools, and how to reference. You will have the opportunity to ask questions and get additional support where you need it.

Tutor observations form part of the formative assessment of the course. Peer practice sessions observed by tutors are for developmental purposes and working towards fitness to practice. You are required to be observed successfully demonstrating practice in the Modes of the model during sessions 1 –4.

Counselling Tutor recognises that AI technologies can be valuable to assist research, but it is essential that your assignments reflect your own critical thinking, understanding and experience. Ensure that you reference all your sources to maintain academic integrity. In addition, we do not encourage using AI to support or replace clinical supervision or emergency advice. See our AI Policy **HERE**.

You will need to find supervisees to work with to gain your **20 practice hours**. You are required to work with a minimum of two supervisees who are counselling practitioners.

Counselling Tutor do not supply supervisees; however, we will give guidance on where to find supervisees. Our team will help as much as we can using our resources.

Our team is neurodiverse-friendly. If you have any challenges such as autism, dyslexia, or AD(H)D, please let a tutor know, and you will be supported.

Requirements for successful completion of the course:

- Receipt of your supervisor's letter
- Completion of all course modules
- Required attendance at live sessions
- Successful observed practice
- Assignments submitted and passed
- 20 hours of supervised practice
- Declarations completed when you claim your certificate

Reasonable Adjustments:
Our Policy and Procedure

In line with our core values, the Equality Act 2010 and good-practice guidance, we aim to provide equal access and opportunities for all our students. We do this by trying our best to design our resources and courses to be as inclusive as possible, and by making reasonable adjustments where needed.

Any student is eligible to request reasonable adjustments for course attendance and/or assessments, on the grounds of any type of disability that affects their ability to attend the course, access the relevant materials, and/or complete the required assessments. We would like you to feel able to tell the Head Tutor that you need reasonable adjustments as soon as possible, so we can support you from the very start of your learning journey with us. To find out more, please see our full policy and procedure **HERE.**

Special Circumstances: Policy and Procedure

We are keen to provide fair access and opportunities for all our students, whatever their life circumstances. We do our best to design our resources and courses to be as flexible and adaptable as possible, and to grant assignment extensions and any other concessions where needed.

Any student is eligible to request concessions for any special circumstances (e.g. illness, bereavement, family crisis, caring responsibilities, and crime incidents). We would like you to feel able to disclose your need for concessions as soon as you become aware of any special circumstances, so we can support you as well as possible. For more information, you can read the full policy and procedure **HERE**.

Policy for students on the Supervision Course receiving a sanction from their professional body

>> Read the full policy **HERE**.

Policy on completing and submitting your assignments and practice hours log

>> Read the full policy **HERE**.

Requirements for Your Practice Hours

Our course aims to produce competent, confident supervisors who can work both online and face-to-face with their supervisees.

This means that you will ideally complete some of your practice hours via each mode of delivery:

- To gain experience and skills as an online supervisor, you need to complete at least five of your 20 practice hours online.
- We strongly recommend that you don't do all your hours online, so that you gain experience and confidence in face-to-face supervision too.

If your circumstances mean you're unable to do any face-to-face hours, please contact us. We'll do our very best to understand and accommodate your needs.

We regret that we can't count group supervision hours, as this course focuses purely on individual supervision.

Fitness-to-Practise (FTP) Letters

Fitness-to-practise (FTP) letters will be issued after live session 5 to each student who has:

- both submitted a letter from their supervisor **and**
- either attended all five live sessions **or** missed only one live session.

Students who have not submitted a letter from their supervisor and/or have missed more than one live session will receive an email explaining that we are unable to issue an FTP letter until both these conditions are met.

We understand that some students may start supervising without an FTP letter if they are not required to provide one.

If a student misses live session 6 and does not self-declare, they will already have their FTP letter and will be able to log their 20 hours' practice. However, they will not receive their certificate until they have self-declared.

** Working with Student Counsellors

Supervisees can work with students if the following processes are in place.

As a primary supervisor

Suppose you supervise a student attending a college, university, or private training provider and undertake 100+supervised client work as part of their course provision. In that case, you should take the following actions.

1. Check with your insurance company that your policy covers the supervision of students.
2. Check with the course provider that they are comfortable with a supervisor 'in training' supervising their students *(some training providers stipulate fully qualified).*

3. Obtain a three-cornered contract, i.e. a straightforward document that clearly outlines information sharing responsibilities between yourself, the supervisee, and the training provider. *(I.e. what the procedure would be if the supervisee did not attend supervision or you suspected malpractice)*
4. Obtain from the training provider any documentation you have to sign and submit to prove the supervisee attended and made the best use of supervision *(this is usually a proforma document supplied by the training provider or the awarding body.)*

As a secondary supervisor working for an agency

You work for an agency in a specific setting, for example, children and young people, or substance misuse. Your role is to supervise students or qualified colleagues who already see a **'primary supervisor'.**

It is good practice to observe the following protocol:
1. Ask the supervisee to inform their **primary supervisor** that you supervise them (*this is around transparency and making sure that all are on the same page!)*
2. You have a clear contract outlining limits of confidentiality and stating that you will inform their **primary supervisor** if you have any concerns about malpractice**.**
3. In cases where the client or third party is at risk, you inquire if they have spoken to their **primary supervisor** about this and what action was recommended and taken.*

*This is particularly important if you are working with a student as contradictory guidance may lead to confusion.

Modules and Topics

The course has nine modules, each designed to integrate your existing knowledge of online working into the supervisory relationship. Each module is further broken down into several topics:

Module 1: Demonstrate supervision within an ethical and legal framework

1.1 Supervising online

1.2 Supervision in context

1.3 Working within our competence

1.4 Legal considerations

1.5 Ethical considerations

1.6 Gaining support for ourselves

Module 2: Develop and model the supervisory relationship

2.1 Developing boundaries in the supervision relationship

2.2 Contracting for online supervision

2.3 Using support and challenge to establish and sustain the supervision relationship

2.4 Using theory and skills to enhance the supervision relationship in a digital environment

2.5 Defining online supervision

Module 3: Diversity in the supervisory relationship

3.1 Equality and legislation in an online environment

3.2 Diversity and ethics

3.3 Diversity and our personal history

3.4 Research application of legislation

3.5 Diversity as a barrier in supervision

Module 4: Supporting the supervisee in an online environment

4.1 Helping the supervisee adapt to an online environment

4.2 Developing a user-centred approach to supervision

4.3 Supervision triangle

4.4 Stages of supervision

Module 5: Exploring personal self-awareness and self-care in supervision

5.1 Exploring personal self-care in supervision

5.2 Developing the reflective practitioner

5.3 Gatekeeping in Supervision

Module 6: Demonstrate and supervise the use of theory

6.1 History of supervision

6.2 Adapting Shohet and Hawkins' Seven-Eyed Model in an online environment

6.3 Focus on the client: Mode 1

6.4 Focus on the intervention: Mode 2

6.5 Focus on the client-supervisee relationship: Mode 3

6.6 Focus on the supervisee: Mode 4

6.7 Focus on the supervisor-supervisee relationship: Mode 5

6.8 Focus on the supervisor's process (self): Mode 6

6.9 Focus on the wider context: Mode 7

6.10 Integrative Developmental Model

6.11 Interpersonal recall in an online environment

6.12 Evaluating theory in an online environment

6.13 Putting it all together: what the research tells us

When all modules are completed at the end of week 5 of the course you can start promoting your new service and working with supervisees at this point of the course.

Module 7: Develop self-reflection and reflexivity

7.1 Using professional support to evaluate your practice

7.2 Developing your supervisees' practice

Module 8: Examine group supervision in an online environment

8.1 The group contract

8.2 Working with group processes

8.3 The agenda for a particular group session

Module 9: Assessment

9.1 Assignment Brief

9.2 Assignment Brief 2

9.3 Assignment Upload Part 1 and 2

9.4 Hours Tracker Upload

Elements within Topics

This course uses the '**FLIPPED CLASSROOM**' approach to blended learning, in which participants complete online study and reading prior to attending the teaching events. The latter will provide you with opportunities to check your understanding of the course material, and to practise your supervision skills while being observed by other participants and the tutors.

Each topic contains a mixture of the following elements:

- video presentation by Rory Lees-Oakes
- downloadable slide packs, transcripts, and sound files
- practical case discussion between Rory and Kenneth Kelly, applying the material to practice, and looking at real-world issues relevant to the topic
- resources and downloads
- tasks to reflect on
- additional learning in the form of access to related specialist lectures
- suggested reading and viewing
- live teaching, including observed supervision practice.

At the end of each module, you simply click '**MARK COMPLETE**'; this then enables you to move onto the next module.

What You Will Need

In addition to the experience and qualifications described above under 'Eligibility for the Course', all you need to participate are:

- A laptop or computer that connects to the internet and has a camera
- Available time and capacity to undertake the learning
- Attendance to 6 tutor-led sessions held on either Tuesdays or Saturdays (see course dates and times)
- Engagement in in-process work with peers using an online platform such as Zoom
- A confidential space for attending the live sessions and working with your buddy

As part of the practical elements of the course, you will be working with peers in small groups. During these practice sessions you will be bringing fictitious or historical clients to discuss during your role-plays. If you choose to bring a historical client, please ensure that you have change key details to respect confidentiality.

Spend some time before each session to prepare your "client" and make some notes to bring to your practice sessions.

Week 1

Looking at new beginnings.
An introduction, demonstration and practice of Modes 1 and 2.

Pre-learning: You need to have accessed and watched the following materials from your course dashboard**:**

- Demonstrate supervision within an ethical and legal framework (Module 1)
- Develop and model supervisory relationship (Module 2)
- Eye 01 Focus on the client (Module 6, Topic 3)
- Eye 02 Focus on the intervention (Module 6, Topic 4)

Week 2

Exploring considerations needed for working in an online environment and supervision contracts.
An introduction, demonstration and practice of Modes 3 and 4.

Pre-learning: You need to have accessed and watched the following materials from your course dashboard**:**

- Module 3 – Understanding diversity in supervision
- Module 4 – Support supervisee in an online environment
- Module 6.5 – Eye 03 Focus on the client Supervisee relationship
- Module 6.6 – Eye 04 Focus on the Supervisee

Week 3

Focus on supporting your supervisee.
An introduction, demonstration and practice of Modes 5 and 6.

Pre-learning: You need to have accessed and watched the following materials from your course dashboard**:**

- Module 5.2 – Developing the reflective practitioner
- Module 6.7 – Focus on the Supervisor-Supervisee Relationship – Mode 5
- Module 6.8 – Focus on the Supervisor's Process (Self) – Mode 6

Week 4

An introduction, demonstration Modes 7 and looking at dual relationships. Practice of all the modes, including mode 7.

Pre-learning: You need to have accessed and watched the following materials from your course dashboard**:**

- 5.1 Exploring self-awareness and self-care in supervision
- 6.1 History of supervision
- 6.2 Adapting the Seven Eyed Model in an online environment
- 6.9 Focus on the Wider Context
- 6.10 Integrative Developmental Model
- 6.11 Interpersonal Recall in an Online Environment
- 6.12 Evaluating theory in an online environment
- 6.13 Putting it all together

Week 5

Looking at your responsibility as a supervisor, overview of group supervision and preparation for going into practice.

Pre-learning: You need to have accessed and watched the following materials from your course dashboard**:**

- **Module 5.3: Gatekeeping In Supervision**
- **Module 8: Examine group supervision in an online environment**
    - 8.1 The group contract
    - 8.2 Working with group processes
    - 8.3 The agenda for a particular group session

Week 6

Looking at the IDM and assignment briefings and considerations going forward.

Preparation needed for this session:
Complete Module 7, revisit Module 6, Topic 10 on Integrative Developmental Model.

Before You Get Started

- **Check that you are receiving our emails,** which will all come from email addresses ending '@counsellingtutor.com'. Do check your 'Spam' and (on Gmail) 'Promotions' folders, and mark us on your Safe Senders list.

CLICK HERE for a detailed guide on how to add us to your safe list.

- **Private Learning Community**

  You will have access to a private group for your intake to enrich your learning. You can communicate and network with your peers on your course and arrange working groups to practice the skills outside of the live sessions.

  When logging into the course, you will be given information on accessing your private group. *NOTE: This a not a Facebook group, but a dedicated course community space.

  This community is a private group JUST for you and your peers on the course with you. We highly encourage you to join and participate in the community as course reminders and updates will be shared there, and you will also be able to connect and network with your peers. This group will be available to you until your cohort has graduated the course.

- We also have a **generic private Facebook page**, where you can network with over 37,000 students, qualified practitioners, clinical supervisors, and tutors in the world of counselling and psychotherapy. If you're not already a member, do just send us a request to join, and we'll be delighted to welcome you in!

  CLICK HERE to join the Counselling Tutor private Facebook group.

Preparation for the Start of the Course

You will receive an email with details of what are required to prepare for the start of the course.

Your Declaration, CPD Certificate and Badge

Once you have completed all modules of the course, and the 3 parts of the submitted work have been assessed and passed, you will be able to download your certificate as evidence of your learning, which you can use towards meeting your ethical body's annual requirement and to add to your CV.

As part of the certification process, you will be asked to agree to the following self-declaration statements.

Please make sure that you have the following in order when you get to the final stage of completing the course:

- That you hold a formal counselling qualification that is equal to or above diploma level.
- That you have been in counselling/psychotherapy practice for a minimum of two years or have a minimum of 450 client hours with regular supervision.
- That the work submitted in your assignment is your own work.
- That you have completed a minimum of 20 hours of placement supervision.
- That you have received a minimum of 5 hours of consultative supervision for your own placement supervision practice.
- That you have kept a reflective journal throughout the training process, and you have used this to process your learning.
- That you have taken part in peer-observed sessions and received and given feedback.

You will also be able to download a badge that you can use on your website and marketing materials after completing the course.

Your Presenters

Kenneth – or Ken – Kelly is a qualified counsellor and a clinical supervisor. Having completed a post-graduation certificate in online and telephone counselling in 2012, he has used online skills in both private practice and agency work. Ken holds a teaching qualification and has lectured to counsellors at practice level, as well as having authored a textbook, *Basic Counselling Skills: A Student Guide*. In his position as Co-Director at Counselling Tutor, Ken focuses on online training provision and specialises in outcome-based online learning.

Rory Lees-Oakes is Co-Director at Counselling Tutor and author of *Counselling Theory in Practice: A Student Guide*. He spent over a decade lecturing in counselling, and continues to enjoy sharing his valuable insights into counselling theory and practice. Rory is a qualified counsellor, clinical supervisor and lecturer. In 2015, he was awarded the prestigious Silver Plato award for outstanding use of technology in education. He is also a Fellow of the Pearson Teaching Awards. An avid drinker of tea, he's more likely to be found in a tea room than a bar.

Their real-world experience means that Rory and Ken understand first-hand the pressures of balancing study, work and home life. This led them to set up first **Counselling Tutor** (to support students of counselling and psychotherapy) and – more recently – **Counsellor CPD** (for qualified practitioners). What motivates Ken and Rory is not only helping counsellors but also – through them – serving clients.

Your Course Tutors

Your course tutors are warm, approachable, and passionate about your shared journey on this course. They are here to support you, and the course has been meticulously developed to be as useful and as engaging as possible.
You are assured quality training by tutors who exceed the BACP stipulated requirements to teach supervision at this level.

Our Tutors…

- hold the required formal qualifications in counselling
- have practice experience exceeding the BACP stipulated requirements
- have completed a minimum of 450 hours of postgraduate, supervised practice
- are formally trained supervisors with years of supervision practice experience
- engage in regular CPD

Besides being qualified counsellors and supervisors, our tutors also hold formal teaching qualification.

The skills-set of counsellor, supervisor and teacher means you get expert guidance from a training professional who knows the subject matter first-hand.

Christine Shore MBACP (Snr Accred) BA (Hons), PGCE, PG Dip, MA Couns and Psych, Cert Supervision, Cert in Advanced Supervision

Christine is a qualified counsellor, teacher, lecturer and clinical supervisor. She completed a post-graduation certificate in online and telephone counselling in 2020. Christine has extensive practice experience in

several settings including working with EAPs, care homes, in the work place and with the constabulary. She has a busy private practice.

Christine is a qualified reiki practitioner and also has a history of experience in one-to-one work with individuals of all ages in learning support, advice, guidance, education and management.

She has carried out phenomenological research into humour in counselling.

Sally-Anne Armitage MBACP (Accred), MA Psych, BA (Hons), PG.Dip Sup, Dip.Couns, P.G.C.E

Sally-Anne is a BACP accredited counsellor, qualified lecturer and supervisor. She currently works with police and private clients. Sally is a passionate therapist, spending much of her free time immersed in rich counselling discussion and research.

Sally has completed a Master's Degree, which cemented her specialism in trauma and PTSD. She has past experience working for EAPs, in colleges and with offenders. Sally thrives on interaction, including working remotely in her practice, achieving a certificate in online working.

Nora Allali-Carling MBACP, NCPS (Accred) B.A (Hons), PGCE, QTS, Cert in Advanced Supervision

Nora is an experienced Counsellor, teacher, trainer and clinical supervisor. Nora has spent more than twenty years teaching and training in Education and currently teaches in Further Education in London.

Nora has a private practice in Surrey where she offers faith-based and culturally sensitive counselling. In addition to her private practice, Nora has worked for an NHS GP practice, St Christopher's Hospice and family counselling services.

Nora has published articles on grief, loss and bereavement and is currently completing her MSc in Neuroscience of Mental Health.

Maria Scholes MBACP, BSc Couns, Dip CBT & Coaching

Maria's work as a counsellor/therapist, clinical supervisor, trainer, tutor and personal development coach is rooted in the humanistic school of psychology that emphasises looking at the whole person. As an integrative practitioner, she draws on various modalities, so the work is tailored to the uniqueness of each client

She has worked within primary care for the NHS, community counselling settings, the voluntary sector, community addictions treatment agency and residential rehabilitation settings.

She has a busy private practice and since the pandemic, most of her work takes place online. She has a post graduate certificate in online and telephone counselling.

She has always prized supervision as part of her reflective practice and are particularly passionate about group supervision. She uses the Seven-Eyed model of supervision as a framework whilst integrating Proctor's three tasks.

Her top signature strength is a love of learning which includes supporting others to learn.

Nicholas Lunt MBACP BSc (Hons) FdSc Coun, Certificate in Counselling, DTTLS

Nick is an experienced counsellor, trainer, and supervisor. He has worked for more than thirty years in the third sector and specifically the management of community based mental health services.

Nick has a private practice and is passionate about ensuring the clients he works with receive the highest quality support. And as a trainer he strives to provide a positive teaching and learning experience.

Paul Cullen DipCouns, Advanced Certificate in Online Counselling, Certificate in Clinical Supervision, PTLLS

Paul is a qualified counsellor and clinical supervisor working solely online and has completed training to ensure that he is offering his clients and supervisees the right support and space.

He has a private practice where he offers integrated therapy to individuals around a range of issues and also provides clinical supervision to counsellors working online.

He has worked in the fields of drug and alcohol misuse and as a mental health trainer and practitioner. He is passionate about neurodiversity and has a particular interest in grief and loss.

Paul also like to go fishing!

Chantal Shires

Chantal is an accredited member of the BACP, and has a background in addictions and eating disorders. She has worked as an EAP supervisor and counsellor for the past 15 months. Prior to that, she worked within IAPTs and previously taught counselling levels 2 & 3.

Chantal has a private practice for supervision, and is starting her Level 7 Supervision at Derby University. She also has a diploma in social policy and criminology and is a qualified hypnotherapist.

Chantal has a Level 3 award in education and training. With a passion for teaching, she believes that knowledge should be shared. She also teaches English as a foreign language, and is proud to be involved with a cat and dog rescue charity.

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Ed Escolano   **Alex Gulland**   **Chris Goss**   **Matt Armitage**

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