



## Full Application Form - NCPS Accredited Training Course Recognition

Name of Training Provider: \_\_\_\_\_

Title of training course\* \_\_\_\_\_

Please specify **Ofqual Awarding Body** \*(If course has an academic "Level" as part of the title) \_\_\_\_\_

\*\*Course leader/Director: \_\_\_\_\_

*(\*\*The Course leader /Director is required to be an individual registrant of the NCS)*

Names of all Registered Company Directors: \_\_\_\_\_

Training Provider address: \_\_\_\_\_

\_\_\_\_\_ Post Code: \_\_\_\_\_

Contact telephone no: \_\_\_\_\_

Contact email address: \_\_\_\_\_

Training Provider Website: \_\_\_\_\_

No. of Years course has been running: *(at least one cohort must have been fully completed for an application to be considered)* \_\_\_\_\_

Number of Cohorts who have successfully completed the course to date: \_\_\_\_\_

Location(s) at which this course is run: \_\_\_\_\_

How/Where did you hear about the NCPS: \_\_\_\_\_

NCPS requirement/question	Training Provider Response
Please confirm that this course offers general, mainstream counselling training (e.g. not just covering one or two modalities)	
Is your course approved/accredited/recognised with another professional organisation and/or academic awarding body (ie: ABC, AIMS, CPCAB etc) and/or University validation?	<input type="checkbox"/> Yes - <i>please provide further details:</i>  <input type="checkbox"/> No
If your course is not validated by another professional organisation, or does not lead to academic validation by a University, does it have formal learning outcomes and summative assessment criteria?	<input type="checkbox"/> Yes - <i>please provide further details:</i>  <input type="checkbox"/> No
Confirm an External Examiner (EE) monitors assessment. ( <b>Latest EE report is required for assessment</b> )	
Has the course you are applying for ever had accreditation, approval or recognition revoked, removed or declined?	<input type="checkbox"/> Yes - <i>please send full details along with your application</i>  <input type="checkbox"/> No
Please tell us about your ethos, curriculum, management and staffing structure	
List names of all teaching staff including their role(s) – ( <i>Please note <b>up to date CVs</b> are required</i> )	
Tell us how long your course lasts for and whether it is full time or part time.	
Please confirm the total number of hours students spend in classroom tutorials with a tutor (GLH)  <i>**Should a blended approach to learning be offered <b>please evidence</b> that a minimum of 70% of the training course will be delivered face-to-face/ in-the-room and detail how any non 'in-the-room' teaching hours will be delivered.</i>	
Please give full details of all the other assessed study hours undertaken and	

<p>methods of assessment used for these (e.g. experiential learning, skills practice, case study work, essays etc...)</p>	
<p>Please confirm that students have to complete at least 100 hours of supervised clinical practice in an agency as part of this qualification.</p> <p><i>Should a blended approach to learning be offered, it is required that at least 51% of the minimum number of supervised placement hours are carried out face-to-face/in-the-room. If a training provider approves a student to be competent to carry out some of their supervised client hours online this will need to be synchronous and with relevant support from the placement provider and supervised by an experienced supervisor. <b>Please evidence how this will be administered.</b></i></p>	
<p>Please confirm that your organisation has the following (please circle your answer and provide copies of such with your application):</p> <p><i>*ICR = Independent Complaints Reviewer</i></p>	<ul style="list-style-type: none"> <li>○ Complaints Policy (including ICR*) Yes    No</li> <li>○ Ethical Framework Yes    No</li> <li>○ Code of Conduct Yes    No</li> <li>○ Equality, Diversity, and Inclusion (EDI) Policy Yes    No</li> <li>○ Student Support/Suspension Policy Yes    No</li> </ul>
<p>Please provide details about your training facilities (incl. rooms available for practical work, online platforms if applicable etc)</p>	
<p>Is there anything else you would like to tell us about your training course that could support your application?</p>	

The Society uses this next section of the form to examine your materials in more depth. Please confirm that your course contains the following elements. Please supply **electronic copies** of supporting documents and **signpost** the documents to which you are referring, including page numbers and other appropriate references. Links to material available on your website will also be useful.

**Please clearly signpost in the Evidence column where evidence can be found.**

Training Standards Criteria	Evidence (eg Module number/Guidance document, page number, slide number, handout, etc..)
<b>Theme 1 Professional framework</b>	
1.1.A Knowledge of and ability to operate within professional, legal and ethical frameworks	
1.2.A Ability to understand and apply the Equality Act and other relevant legislation to practise safely and ethically within the law	
1.3.A Ability to negotiate, maintain and review an appropriate contract with the client or patient, taking account of timing, practice setting and duration of therapy, ensuring that the client's or patient's consent is explicitly informed and freely given	
1.4.A Ability to create regular opportunities for the client or patient to review and feedback their experience of the therapy	
1.5.A Ability to protect the confidentiality and privacy of clients or patients from unauthorised access or disclosure by informing them in advance about any reasonably foreseeable limitations of confidentiality and privacy	
1.6.A Ability to provide and maintain a secure framework for both therapist and clients or patients, in terms of meeting arrangements and the therapy setting	
1.7.A Ability to evaluate own work within an ethical framework and apply the framework to resolve conflicts and ethical dilemmas	
1.8.A Ability to address and respond to ethical dilemmas and recognise when to consult with supervisor and (or) other appropriate professionals	

1.9.A Ability to work with ethical difficulties and dilemmas, including addressing and resolving contradictions between different codes of practice and conduct, or between ethical requirements and work requirements	
1.10.A Ability to incorporate equality awareness and consideration of diversity of client's or patient's identity, culture, language, values and worldview into ethical decision-making	
1.11.A Ability to establish and maintain appropriate professional and personal boundaries in online relationships with clients or patients by ensuring that:  a) reasonable care is taken to separate and maintain a distinction between personal and professional presence on social media where this could result in harmful dual relationships with clients or patients  b) any public, online communication is carried out in a manner consistent with the NCPs Code of Ethical Practice	
1.12.A Ability to manage and respond appropriately to the practical and ethical demands of all forms of technologically mediated therapy and communication	
1.13.A Ability to use team-working skills to work with others	
<b>Theme 2 Assessment</b>	
2.1.A Ability to make an initial and ongoing assessment of the client's or patient's problems and suitability for therapy being offered	
2.2.A Ability to establish agreement on the therapeutic work which attends to the needs of the client or patient, the skills of the therapist and the time available	
2.3.A Ability to recognise own professional limitations, and in collaboration with clients or patients and other professionals as appropriate, manage the process of referral during assessment and throughout therapy	
2.4.A Ability to assess the client's or patient's suitability for technologically mediated therapy	

<p>2.5.A Ability to draw upon knowledge of common mental health problems and symptoms of psychological distress (with due understanding of cultural norms) during assessment and throughout therapy</p>	
<p>2.6.A Ability to understand core issues relating to the role of psychiatric drugs, dependence and withdrawal and the implications these have for clients or patients in therapy</p>	
<p>2.7.A Ability to work within own scope of practice and professional limitations and manage the process of referrals where appropriate</p>	
<p>2.8.A Ability to make initial and ongoing risk assessments regarding clients' or patients' and (or) others' safety, and comply with safeguarding guidance, appropriate to the therapy setting taking into account own limits of competence</p>	
<p>2.9.A Ability to collaborate with clients or patients and (or) others as appropriate to assess risks, needs and strengths when working with imminent and ongoing:</p> <ul style="list-style-type: none"> <li>• suicidal ideas and (or) behaviour</li> <li>• self-harming ideas and (or) behaviour</li> </ul> <p><b>(An awareness of 'NICE stipulations relating to Self-harm: assessment, management and preventing recurrence' as per NICE guideline [NG225] Published: 07 September 2022':</b>  <a href="https://www.nice.org.uk/guidance/ng225">https://www.nice.org.uk/guidance/ng225</a>)</p> <ul style="list-style-type: none"> <li>• risk of harm to clients or patients from third parties e.g. <ul style="list-style-type: none"> <li>• situations of domestic abuse</li> </ul> </li> </ul>	
<p>2.10.A Ability to contain clients or patients when in crisis by providing information about self-care strategies and making clear arrangements for future meetings or contact</p>	
<p>2.11.A Ability to make an initial and ongoing assessment of the risks for both parties specific to the environment of technologically mediated therapy</p>	

<b>Theme 3 Therapeutic relationship</b>	
3.1.A Ability to understand the central importance of the role and purpose of the therapeutic relationship within the therapeutic approach	
<p>3.2.A An ability to demonstrate personal qualities associated with supporting a strong therapeutic relationship including:</p> <ul style="list-style-type: none"> <li>• showing appropriate levels of empathy, warmth, concern, confidence and genuineness, matched to the client's or patient's need</li> <li>• experiencing and communicating a fundamentally accepting attitude</li> <li>• being respectful, non-judgmental, and approachable with an ability to establish rapport</li> <li>• being flexible and allowing the client or patient to discuss issues which are important to them</li> </ul>	
3.3.A Ability to explore with the client or patient and reflect upon the impact that diversity of their identity, culture, language, values and worldview (including protected characteristics) has upon the relationship and the therapeutic process, and use this shared understanding in ongoing work	
3.4.A Ability to reflect on and understand the impact of working with a third party present in the therapy sessions (e.g. as translator, interpreter, signer, carer)	
3.5.A Ability to communicate empathy, sensitivity, acceptance, openness and curiosity towards all aspects of diversity and respond in a way that shows an understanding of the client's or patient's perspective	
3.6.A Ability to work therapeutically with issues of diversity and intersectionality, taking account of the different dimensions of diversity within a person	
3.7.A Ability to value and understand the person within their unique context including, but not limited to, their family, social, community and cultural setting alongside their personal history and sense of identity	

3.8.A Ability to establish and hold appropriate boundaries, creating and maintaining a collaborative relationship rooted in courtesy and respect	
3.9.A Ability to be responsive to the client's or patient's agenda, focus, therapeutic needs and pace	
3.10.A Ability to recognise, understand and work with issues of power and how these may affect the therapeutic relationship	
3.11.A Ability to explore the client's or patient's expectations and understanding of therapy and the relationship with the therapist	
3.12.A Ability to agree a shared understanding of the purpose, nature and process of therapy and the therapeutic relationship with the client or patient	
3.13.A Ability to establish, sustain and develop the therapeutic relationship and to engender trust and authentic connection	
3.14.A Ability to form an empathic connection which communicates understanding of the client's or patient's experience	
3.15.A Ability to enable the appropriate discussion of and (or) expression of the client's or patient's emotions, and understand and respond therapeutically to the emotional content of sessions	
3.16.A Ability to be aware of and manage own emotional or physical responses to the client or patient	
3.17.A Ability to recognise how breaks and holidays may affect the therapeutic relationship and process, and make appropriate arrangements for clients or patients to seek support in case of emergency	
3.18.A Ability to be open and aware that the client or patient may have an unspoken agenda	
3.19.A Ability to reflect on and tolerate uncertainty, responding therapeutically while maintaining appropriate boundaries	



3.20.A Ability to attend to, reflect on and respond to the client's or patient's verbal and nonverbal communication as part of the therapeutic process	
3.21.A Ability to recognise and respond to difficulties or ruptures in the therapeutic relationship	
3.22.A Ability to make professional arrangements in the event of a sudden or unplanned break or ending and communicate the arrangements to the client or patient	
<p>3.23.A Ability to foster and maintain a good therapeutic relationship including:</p> <ul style="list-style-type: none"> <li>• capacity to recognise and address threats to the therapeutic relationship</li> <li>• ability to recognise and respond when strains in the relationship threaten the progress of therapy</li> <li>• ability to use appropriate interventions in response to disagreements about tasks and goals</li> <li>• being aware of possible responses and meanings for the client or patient if the therapist takes external action (e.g. when needing to implement risk management procedures)</li> <li>• ability to address difficulties related to equality, diversity, and inclusion in order to repair any damage to the therapeutic relationship</li> </ul>	
3.24.A Ability to clearly communicate about endings with the clients or patients, and work to ensure these are managed safely and appropriately	
3.25.A Ability to end a session appropriately	
<b>Theme 4 Knowledge and Skills</b>	
4.1.A Ability to articulate the rationale and philosophy underpinning own therapeutic practice	
<p>4.2.A An understanding of and the ability to apply the theory and practice of therapy from assessment to ending including knowledge of:</p> <ul style="list-style-type: none"> <li>• a model of person and mind</li> </ul>	

<ul style="list-style-type: none"> <li>• a model of gendered and culturally influenced human development</li> <li>• a model of human change and ways in which change can be facilitated</li> <li>• a model of therapeutic relationship</li> <li>• a set of clinical concepts to relate theory to practice</li> </ul>	
4.3.A Ability to apply understanding of suicidal behaviours, and (or) self-harming behaviours, to work collaboratively with clients or patients	
4.4.A Ability to help the client or patient to become aware of recurring patterns in their relationships in order to facilitate therapeutic change	
4.5.A Ability to recognise symptoms of trauma and acknowledge own limitations and level of competence in work with clients or patients showing such symptoms	
4.6.A Ability to understand and track the process of change within a core, coherent theoretical framework and adopt a stance as therapist in accordance with it	
4.7.A Ability to select and use appropriate therapeutic interventions and (or) responses	
4.8.A Ability to recognise, respect and work to support and enhance the autonomy of the client or patient	
4.9.A Ability to use skills and interventions for the benefit of the clients or patients, that are consistent with underlying theoretical knowledge	
4.10.A Ability to invite the client's or patient's use of imagination to facilitate work towards therapeutic goals	
4.11.A Ability to reflect upon own identity, culture, values and worldview, and have the capacity to work and communicate authentically in a non-discriminatory and anti-oppressive manner	
4.12.A Ability to acknowledge diversity and explore the impact of discrimination, prejudice and oppression on mental health	

4.13.A Ability to a) recognise when technologically mediated therapy effects a lowering of inhibition in either the client or patient and (or) the therapist and b) regulate and understand the impact this has on the therapeutic relationship	
4.14.A Ability to understand the inter-relatedness of psychological and physical illness	
4.15.A Ability to understand the use of audit and evaluation tools to review own counselling work	
4.16.A Ability to understand, assess and apply research evidence to own practice	
4.17.A Ability to communicate clearly, appropriately and using understandable language with clients or patients, colleagues and other professionals providing and receiving information which may be complex, sensitive and (or) contentious	
<b>Theme 5 Self-Awareness and Reflection</b>	
5.1.A Ability to make use of personal development, self-awareness and supervision to reflect on, learn from and enhance therapeutic practice	
5.2.A Ability to use awareness of self during therapy to enhance the therapeutic process	
5.3.A Ability to reflect on aspects of own identity, culture, values and worldview that have most influenced 'self' and work on own preconceptions and bias	
5.4.A Ability to understand the significance and impact of own identity, culture, language, values and worldview in work with clients or patients	
5.5.A Ability to monitor and evaluate fitness to practise, and maintain own self-care and wellbeing	
5.6.A Understand the importance of supervision, with the ability to contract for supervision and use it to address professional and developmental needs	
5.7.A Ability to evaluate learning from supervision and apply to ongoing practice	

**Evidence Checklist** - Please submit the following documents via **We Transfer\*** to support your application:

- Course leader/Director is an or applying to be an individual member of the NCPS. NCPS Membership No:**  
\_\_\_\_\_
- Copy of policies and procedures** (eg. admission policies, fees, assessments, appeals and complaints etc...)
- Examples of promotional/marketing materials** (eg. prospectus, flyers, website links etc.)
- Copy of full course content and materials distributed to students** – (these must be clearly labelled and submitted in lesson/module order)
- Copy of Reading list/s**
- External Examiner’s (EE) CV/details and most recent EE report**
- All Tutor and Internal Verifiers up to date CVs** (clearly showing qualifications and dates obtained)
- Examples of assessment methods** (if applicable)
- Copy of certificates awarded**
- Signed copy of the Society Terms and Conditions**
- Copy of current Public Liability and/or Professional Indemnity Insurance certificate** (detailing the provision of training is covered)
- Signed Direct Debit Mandate**

**Communication Preferences**

I confirm that I wish to receive the following information from the Society via email:

- e-newsletters and updates
- Membership Surveys

**Declaration:**

We certify the information listed on this application form (and any evidence required) is, to the best of our knowledge, truthful. We have read and declared all pertinent issues.

Should our course receive approval by the National Counselling and Psychotherapy Society (NCPS), we agree to abide by the constitution and rules of the National Counselling and Psychotherapy Society (NCPS) at the time in force and accept that membership/course recognition is at the sole discretion of the Society.

Signed: \_\_\_\_\_

Dated: \_\_\_\_/\_\_\_\_/\_\_\_\_\_

**Assessment will commence following receipt of payment and ALL requested evidence and documentation as per the checklist above.**

\*If you are unable to submit your application via We Transfer please contact us for assistance – [standards@ncps.com](mailto:standards@ncps.com).