

## **Accredited Professional Registrant (PNCPS Acc.) category Application Guidance during the SCoPEd transition period**

The category of Accredited Professional Registrant (PNCPS Acc.) is an option for members who wish to demonstrate advanced competence in counselling practice above and beyond the requirements for Registration on the Accredited Register. Achievement of this category may enhance some employment opportunities. It also provides a route for those members who wish to evidence that they meet the competences and practice standards set out in the [SCoPEd Framework, Column B](#).

**Before you attempt to submit your application, please read the following guidance carefully. If you do not submit the specific information required as per this guidance your application may be delayed or returned for further clarification.**

### **Eligibility criteria Guidance**

**1. Maintained registration as an Accredited Registrant (MNCPS Acc.), or on another relevant PSA Accredited Register for Talking Therapy, for at least 1 year in good standing immediately preceding an application for this membership category.**

Other accepted Accredited Registers include:

- ACC
- BACP
- BPC
- UKCP

**2. Experienced at least 450 tutor contact / guided learning hours (GLH) during training**

A minimum of 70% of these hours must have been delivered in a physical classroom leaving a maximum of 30% which may have been delivered in an online synchronous, 'live' teaching environment as evidenced by the training provider.

Training must have been counselling or psychotherapy core practitioner training. Trainings in other areas such as coaching, complementary health therapies, Human Resource management, hypnotherapy, nursing, NLP, psychological wellbeing practitioner, psychology, religious ministry / pastoral care, or social work, are NOT eligible. This list is not exhaustive.

Training in counselling or psychotherapy supervision can be included, providing it is post-qualification training, taught face to face in a live / synchronous environment with summative\* assessment.

Synchronous online teaching means that a tutor is providing specific taught input and / or guidance in real time.

Tutor contact (guided learning) hours can include:

- tutor-led lectures, tutorials
- directed assignments where a tutor is present
- skills practice sessions where a tutor is present
- discussion and experiential groups where a tutor is participating

The following forms of teaching and learning do not count as tutor contact (guided learning):

- distance learning or online only courses
- asynchronous (i.e. pre-recorded) online learning
- student initiated (self-directed) private study
- supervised Research or Guided Independent Study except when a tutor is present

Courses that meet these requirements and include **summative** assessment(s) may be combined to meet the 450-hour requirement. Combinations of courses must demonstrate coherent core practitioner training and progression in counselling or psychotherapy for example a Level 3 Certificate followed by a Level 4 Diploma. Combinations of short courses which do not show coherent core training, assessment, and progression, or are intended as CPD will not meet the eligibility criteria.

*\***Summative** assessments evaluate a student's learning at the end of an instructional unit by comparing it against some standard or benchmark. A summative assessment usually results in the student receiving a determined category.*

**3. Been in practice as a counsellor or psychotherapist for at least 3 years from the date of the first supervised client session and are in current practice when applying.**

You can start counting this three-year period from when you see your first supervised client, which may include your placement as a student.

**4. Completed at least 450 hours of supervised clinical practice, at least 150 of which must have been accrued after gaining the core qualification.**

The 'core qualification' is the one which enabled registration as an Accredited Registrant (MNCPS Acc.) or equivalent.

**5. Been supervised for at least 1.5 hours per month and have an ongoing contract for supervision in place for at least 1.5 hours per month.**

This can be a mix of one-to-one, group and peer supervision. Peer supervision alone is not acceptable towards supervision hours. A minimum of 1 hour must be formal one to one supervision.

**6. Undertaken at least 30 hours of varied CPD in the 12 month period preceding application for this category.**

CPD must include activities which support development as a counselling or psychotherapy practitioner.

A variety of different activities must be shown.

CPD must be evidenced using the [CPD template](#). It is expected that, wherever possible, evidence of completed CPD is submitted. At least one short paragraph should be submitted for each CPD event to support the following in the columns headed "*What did you learn?*" and "*How will you use it?*"

## **Assessment Process**

Applications are initially checked to ensure that all the required information has been submitted. Applications which are not in the required format or where information is not present will be returned for requested amendments or further information.

Once complete, they are passed to the assessment team who will determine whether the application satisfies the criteria set for accreditation. Assessors include professionally qualified counselling or psychotherapy practitioners with experience in training and / or assessing trainees in the Further Education and Higher Education sectors.

You will usually be informed of the assessment outcome within 6-8 weeks of submission. (Please note this time frame may differ if further information is requested on submission and / or during the assessment process.)

Complex applications, and a sample of successful and unsuccessful applications, are reviewed on a regular basis by the NCPS Professional Standards Committee. The NCPS's Independent Assessor reviews the work of the Committee annually.

At the discretion of the Committee, an online viva may be offered to applicants whose application is marginal or borderline in terms of meeting the requirements.

## **Evidence Guidance**

### **Section A: Personal and Professional Information**

You must submit:

**Relevant registration certificate(s)** to evidence at least 1 year in good standing on an Accredited Register immediately preceding an application for this membership category.

The **online application form** must be completed in full. Please note you cannot save and return to the application form later; please have all evidence ready to upload.

## Evidence Guidance

### Section B: Training

The training undertaken in order to achieve registration will have provided some of the 450 tutor contact hours required and will have included a 100-hour supervised placement as an integral part of the course. In most cases additional training will have been needed to reach the required total of 450 tutor contact hours.

The **Training log** where information about how the required **450 hours tutor contact / guided learning hours** were acquired must be provided. The template log is available [here](#).

An example of how to complete this log is given below:

### Training log

Name:  Date from:

Membership No.:  Date to:

Training Provider Details (inc website)	Qualification/s Achieved <small>(Please provide a copy of the qualification certificate/diploma)</small>	Dates Attended	Total Tutor Contact/ Guided Learning Hours - GLH <small>(Please provide evidence from the Training Provider/Course transcript)</small>
University of Counselling, London www.uoc.co.uk	Level 5 Diploma in integrative Counselling (Qualification certificate attached)	September 2017 - June 2019	400 (evidenced by letter from university - see attached)
College for Counselling, London www.learncounselling.co.uk	Level 6 Post-Grad Diploma in Working with CYP	September 2021 - June 2022	70 (evidenced by course transcript- see attached)

## Evidence Guidance

### Section C: Practice

We require you to demonstrate a minimum of 450 supervised practice hours, over a period of three to six years immediately preceding your application for this membership (these don't have to be consecutive years), of which at least 150 hours must be counted after gaining the core qualification. The 'core qualification' is the one which enabled registration as an Accredited Registrant (MNCPS Acc.) or equivalent.

You must be in current practice as a counsellor or psychotherapist and have been practising for at least 3 years from the date of the first supervised client session when applying.

Paid or voluntary practice can be used, and can include face-to-face, telephone or online counselling. Work with adults, couples, groups (to include families) or children and young people can be used.

Sessions of a minimum 50 minutes in length may be counted as 1 hour. Training sessions, supervision, cancelled or missed sessions can NOT be counted towards the 450 hours requirement.

The **client log**, where you provide information about the required **450 hours of supervised clinical practice**, must be confirmed as accurate, signed and dated by the relevant supervisor(s). It is available [here](#).

## Evidence Guidance

### Section D: Reflective Practice

#### Part D1. Account of practice (2,500 words MAX)

A description of your current way of working with clients and how it has developed over time.

This must include:

- **The theory or theories and approaches on which their client work is based, and how these are made use of**

What our assessors are looking for here is a clear account of how you seek to understand the issues your clients present and how this is supported by your understanding of relevant counselling or psychotherapeutic theory. It is important to focus on the theory or theories you use **currently**, rather trying to describe all the approaches you know something about. Assessors will be interested in how your approach may have developed and evolved as a result of your experience of client work since your original training.

Our team of experts are familiar with most theoretical approaches. Unless your approach is very unusual, an explanation of what it consists of is not necessary, nor a good use of the word count available. Assessors need to see a clear explanation of how you apply theory to practice. They will expect to see this reflected in the Case Study in Part D2.

If you make use of different approaches, explain how you bring these together to form a coherent way of working. Explain how and why you make use of ideas and concepts from differing traditions in seeking to understand your clients and how to help them.

If you describe your approach as integrative, assessors will expect to see an explanation of how and why you choose to integrate different approaches, especially if you do not follow a recognised model of integration such as Egan's 3 stage model, Clarkson's 5 Relationship model or the Pluralistic approach.

Quotations, referencing and a bibliography are not necessary unless you choose to quote directly from someone else's work. They are unlikely to be the best use of the word count available.

- **The kind of interventions and / or responses they use, and why**

What our assessors are looking for here is a clear and coherent account of what you actually say and do in response to your clients, and why you choose to do so.

It is understood that theoretical approaches and traditions vary in how they view 'interventions' in therapy. Your approach may be one which prioritises above all the provision of an effective therapeutic relationship, or it may be one which involves drawing on a variety of different therapeutic 'tools' or techniques. Our assessors regard these as equally valid; they will be looking for examples from your way of working which make sense as part of a convincing overall response to different client presentations.

Once again, if you make use of different approaches, explain how you bring these together to form a coherent way of working. For example, if you have described your approach as Person-Centred, and also say that you work with the unconscious or

challenge a client's irrational thinking, assessors will need to understand how, when and why you choose to use such a variety of interventions and / or responses.

- **How reflective self-awareness contributes to their way of working**

Assessors will expect to see an example of how your own self-awareness is brought into your client work. Again, it is understood that theoretical approaches and traditions vary in how they view this subject.

You may find it useful to consider and discuss how far concepts such as 'the therapist's use of self', or 'countertransference' are meaningful to you and seem valuable in your work. Another approach could be to discuss with examples how and why you can empathise more readily with some clients than others, and what this may suggest about your development as a practitioner.

You might choose a particular experience or an activity which has contributed to the development of your own self-awareness and show how this self-awareness manifests in your practice.

- **How issues of equality, diversity and inclusion influence their way of working**

The assessors will want to understand how your practice in general demonstrates your awareness of issues of Equality, Diversity and Inclusion (EDI). They will look for an understanding that these issues as they arise in a counselling practice can be explicit or implicit, visible or invisible.

Rather than focussing on one or two clients in particular, it is likely to be more useful to discuss which of the many possible aspects of EDI are most relevant overall in your practice. How you experience and seek to manage issues of power in the therapeutic relationship, and to what extent you consider your own identity and cultural background important in a therapeutic context are also likely to be worth discussing.

- **How your way of working is adapted to reflect:**

- a) the context(s) in which you work (e.g. private practice, employment, school, EAP)
- b) the mode(s) of delivery you use (e.g. in-the-room, online, phone)
- c) different client groups worked with (e.g. individuals, couples, CYP, families, groups, clients based outside of the U.K.)
- d) different presenting issues and goals for therapy



The assessors are looking for convincing evidence that you are able to be flexible and adaptable in your response to the variety of clients, settings and issues with which you currently work. It is understood that this will be influenced by your particular theoretical approach. Practitioners who prioritise providing all of their clients with a therapeutic relationship rooted in certain fundamental conditions still need to take into account the diverse requirements of a variety of contexts, settings and backgrounds.

If you work in more than one context – for example in private practice and also for an organisation – you could discuss the differences between the two in terms of how you work. Similarly, you could compare and contrast working online and ‘in the room’, if you have experience of both. If this is not the case, you can show your understanding by discussing how you would prepare to work in a context or use a mode of delivery which would be new to you.

The assessors will be interested in how far it makes a difference to your work if your clients come from more than one of the different client groups mentioned, and to what extent you respond differently to different presenting issues and goals.

## **Evidence Guidance**

### **Section D: Reflective Practice**

#### **Part D2. Case Study from the applicant’s supervised practice with 1 or 2 clients (max word count 3,000)**

Here the focus is on actual practice, and the assessors will look for consistency with the way of working described in Part D1. Your Case Study must describe current or recent work (within the most recent year of practice), typical of your current practice, with a single client or with two clients. Clients’ identity must be anonymised. Care must also be taken that third parties, individuals or organisations, cannot be identified in the study.

All case material submitted should be commented on by your supervisor(s) in their supervisor statement.

It is not necessary, or a good use of the word count, to describe each and every session, nor to tell the entire story of the client’ history and process. Although some mentioning of theoretical sources may be appropriate, the main focus should be on practice rather than theory.

Quotations, referencing and a bibliography are not necessary unless you choose to quote directly from someone else's work. They are unlikely to be the best use of the word count available.

The Case Study should focus on the following elements, giving specific examples of:

- **The types of interventions and / or responses to the client(s) employed including why they were chosen and how this affected the therapeutic relationship and process**

If your approach prioritises above all the provision of an effective therapeutic relationship, rather than drawing on a variety of different therapeutic 'tools' or techniques, the assessors will be interested in how the particular client(s) discussed responded to your attempts to do so, and how you sought to build and sustain the relationship.

- **Issues of Equality, Diversity and Inclusion relevant to work with the client(s) and how these were taken into account**

In this section, the focus is on how some of the many possible aspects of EDI are / were most relevant overall in your practice with the client(s) you have chosen for your Case Study.

How you experience and seek to manage issues of power in the therapeutic relationship with them, and to what extent you consider your own identity and cultural background important in your work with them are also likely to be worth discussing.

- **How self-reflection and self-awareness were used and how this affected the therapeutic relationship and process**

The assessors will look for examples of your use of self-reflection and self-awareness to develop the therapy with the client(s) about whom you are writing this Case Study.

- **How an ethical consideration or issue was worked through using specific elements of the NCPS Code of Ethical Practice**

It is important to bear in mind that ethical issues often do not involve a 'right' or 'wrong' answer. Any elements of the NCPS Code may be used. Examples of seeking to balance one ethical principle against another are often valuable examples.

- **How supervision was used for the benefit of this client work**

The aim here is to show the assessors how you sought to make use of clinical supervision for the benefit of this client work in particular. It is recognised that supervision does not always prove valuable in every case, and if this occurred, you can show your understanding by discussing how you experienced this.

You need to include a description of:

**a) the specific issue(s) taken to supervision**

*and*

**b) why they were chosen**

*it is important to identify a specific issue to help the assessors follow your thinking.*

**c) what was learned**

*this can include learning about your client, yourself, and the therapeutic relationship and process.*

**d) how this subsequently influenced the client work**

*even if this influence was not a positive one, it is still possible to show your understanding by discussing it.*

## Evidence Guidance

### Section D: Reflective Practice

#### Part D3. A report from a current clinical supervisor

This report needs to be from the supervisor who supervised your work with the client(s) described in your Case Study in Part D2.

As this scheme is aligned with SCoPEd column B competences, your supervisor should be familiar with the SCoPEd framework and able to comment on your practice in reference to the framework.

There's a separate form for you to send to your supervisor. This form is available [here](#).

The form asks your supervisor to answer the following questions:

1. Is the applicant's described way of working (Section 1) consistent with your experience of how they work? Yes / No – if No, or if you are in doubt, please give your reasons.
2. If you have supervised the case material in the application (Section 2), do you agree that the applicant's description is an accurate reflection of their work with this client(s)? Yes / No – if No, or if you are in doubt, please give your reasons.

3. Please comment on the applicant's overall competence in relation to the column B competences in the SCoPEd framework. Please indicate any areas for future development in relation to the SCoPEd framework that have been agreed with the applicant.

4. In your experience of the applicant, are they an experienced practitioner capable of a high standard of competent and ethically sound practice who is ready for Accredited Professional Registrant Column (B) status? Yes / No – if No, or if you are in doubt, please give your reasons.

This form must be sent to your supervisor for completion. This form must be written by your supervisor and then signed by them to declare that this has been completed by them.

If the supervisor who has signed off your Case Study work is not your current supervisor, then we will require a report from them also.

## Evidence Guidance

### **Part D4. Evidence of appropriate professional insurance**

A copy of a current certificate of insurance must be included with the application.

## Evidence Guidance

### **Part D5. A completed CPD log**

A variety of different activities can count towards CPD requirements, for example:

- Attending courses / seminars
- Reading or writing books or articles
- Taking part in research
- Work shadowing – almost any practice-related activity
- First aid
- Marketing training / business skills
- Watching relevant documentaries, Ted Talks etc.

We need to see a **variety** of activities including some examples of CPD training accompanied by evidence such as certificates of completion.

Information must be submitted on our form which can be found [here](#).

It is important to complete the “What Did You Learn”, “How will You Use it” and “Evidence” columns in detail.

Below is an example how to complete the CPD log:

## Continuing Professional Development Record

Name:  Date from:

Membership No.:  Date to:

Key Dates	Activity	Hours	Type	What did you learn?	How will you use it?	Evidence
24/10/2022	An introduction to PTSD and Trauma	6 Hours	An interactive online course involving discussions, exercises and breakout rooms.	This course explored the causes and different manifestations of trauma and PTSD, which I feel I learnt a lot from. It described relevant counselling skills and helpful techniques to use with clients suffering with trauma and PTSD.	I will use it to help to deepen my understanding and better inform my practice with clients struggling with trauma and PTSD. I will use the practical interventions, like the 'checklist for stressor or trauma-related reactions' as helpful tools to help my clients gain a deeper understanding and awareness.	Certificate attached