



COSCA (Counselling & Psychotherapy in Scotland)
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COSCA TRAINER ACCREDITATION APPLICATION AND GUIDELINES TRANSFER TO DIPLOMA LEVEL

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PART I: INTRODUCTION

COSCA Counselling and Psychotherapy in Scotland, the professional body for counselling and psychotherapy in Scotland, seeks to advance all forms of counselling and psychotherapy and the use of counselling skills in Scotland by promoting best practice and through the development of a range of sustainable services.

COSCA has developed criteria and procedures to accredit trainers involved in the delivery of COSCA validated courses. It has done so to ensure that counsellors are adequately trained by competent trainers. The criteria and procedures used in this accreditation system enable COSCA, and subsequently other stakeholders, to identify trainers with the necessary skills to train counsellors and users of counselling skills.

The present application relates to delivery on COSCA Validated Diploma courses and is for applicants who already have been awarded and have maintained COSCA Trainer Accreditation at Certificate level. Should you hold COSCA Trainer Accreditation at Certificate level and deliver on a post qualifying Specialist or Supervision level course, you should refer instead to the Specialist Transfer to Diploma level trainer accreditation application process; applications for each can be found on the COSCA website www.cosca.org.uk under the heading *Trainer Accreditation*.

All trainers delivering on COSCA Diploma level validated courses must be approved prior to commencing delivery as a non-accredited trainer, by submitting a non-accredited trainer approval form. This applies to trainers who hold COSCA Trainer Accreditation at Certificate level, as the approval must be specific to Diploma level delivery. Non-Accredited approval forms can be found on the COSCA website www.cosca.org.uk under the headings 'Course Validation/ General'.

From the date of approval as a non-accredited trainer, trainers have two years to work towards COSCA Trainer Accreditation at Diploma level. Non-Accredited approval forms and any queries relating to nonaccredited trainer status such as confirmation of non-accredited approval status or trainer accreditation due dates should be submitted to the COSCA Development Officer (Individuals/Courses), Jenny Bell: jenny@cosca.org.uk

The Transfer to Diploma Level accreditation award acknowledges the progressive skills, knowledge, and training practice that trainers holding an existing certificate level accreditation have acquired specific to Diploma level training, in addition to evidencing their growth and development as trainers since their original accreditation award.

Applicants for Transfer to Diploma level trainer accreditation need a diploma in counselling or its equivalent i.e. 400 hours training in counselling, and must hold COSCA membership of one of the following categories:

- Practitioner
- Accredited Counsellor/Psychotherapist

Should you not already hold COSCA membership you will be required to evidence an eligible Diploma level qualification alongside your membership application.

If you need clarification surrounding the accreditation process or support in preparing your application, please contact the Development Officer (Individuals/Courses) at the COSCA Office for help and/or information.

Applications should be made using the present form. An electronic copy of the complete application, alongside any supporting evidence such as copies of certification must be submitted by email to Jenny Bell, Development Officer (Individuals/Courses): jenny@cosca.org.uk . Please note that the minimum font size used in your application is 12.

There are two submission dates per year, the 31st of March and the 30th of September.

This document supersedes all COSCA documents referring to Guidelines and Criteria for the Accreditation of Trainers. The guidelines and criteria outlined in this document will be used by COSCA's Trainer Accreditation Panel to assess The Transfer to Diploma level Trainer Accreditation applications.

COSCA looks forward to receiving your application.

Support towards the Trainer Accreditation Process:

- The '**Trainer Accreditation Registration Scheme**' offers enhanced support towards the trainer accreditation process. Support can be offered either online, telephone or face to face in the COSCA office. It may include additional guidance and feedback on accreditation criteria, the application format and structuring, and in relation to identifying progress made towards your individual accreditation deadline(s). Any support offered will be reasonable and time limited with respect to the duration of the application process. Please see the COSCA website under accreditation/trainer for further information and the registration scheme application form, or contact the Development Officer for further information.
- Should you have an additional support need and wish to disclose this in advance of submitting your application, COSCA may be able to offer additional support towards the process. Support may vary depending on the need(s) identified. It may include up to an additional 10% of the word count permitted for each criteria (*therefore a maximum of 20% over the stipulated word count may be allowed*), additional guidance and feedback on accreditation criteria, the application format and structuring, and in relation to identifying progress made towards your individual accreditation deadline(s). Any support offered will be reasonable and time limited with respect to the duration of the application process. Please contact the Development Officer for further guidance.
- COSCA holds online trainer accreditation workshops bi-annually in the summer and winter each year, offering detailed guidance on the application process. You can find the next dates and booking forms on the COSCA website under '**Events**'.

PART II: CRITERIA AND EVIDENCE

Criteria and Evidence

The trainer accreditation application and criteria are designed so that you can demonstrate your skills and experience and provide a reflective account of your training work throughout your application. You are encouraged to attend to each section within this application with this in mind.

You should provide evidence of yourself as a *reflective* trainer and you are invited to demonstrate that you are incorporating the reflection of your development of your work as a counselling trainer by writing about what you do, why you do it, how you do it *and* the significance of this in your development as a trainer.

The application needs to demonstrate your strengths and competencies alongside your areas for development as a trainer, including identifying how you have responded to or intend to respond to any developmental needs.

2.1 Membership of COSCA

2.1.1 Criteria

Applicants must hold Practitioner or Accredited Counsellor/Psychotherapist membership of COSCA and maintain one of these categories of COSCA membership while accredited as a Trainer (Diploma Level).

Additional Guidance: Applications for COSCA membership are reviewed on a quarterly basis. Please see the COSCA website www.cosca.org.uk under Join COSCA/ Individual Membership to view the next deadline for membership application submissions, and to access membership application forms and further guidance on the process. Any queries regarding COSCA membership should be directed to the COSCA Administrator, Christina Oliver: christina@cosca.org.uk

2.1.2 Evidence

State COSCA membership number on the Application Form.

2.2 Application Form

2.2.1 Criteria

Applicants must complete the present Trainer Accreditation Application Form (**See Appendix A** in the Application Form: **Application Elements Checklist.**)

2.2.2 Evidence

Submit a completed Trainer Accreditation Application Form.

PART I: PERSONAL DETAILS	
Surname	
Forename(s)	
Title	
Contact Address	
Post code	
Home telephone no.	
Work telephone no.	
Email:	
COSCA Membership Number and Category of membership:	
COSCA Validated Diploma Course-please state the name(s) of the Diploma course(s) on which you deliver, the course's stated therapeutic approach and academic level (where relevant)	

- Please use Appendix A in this document: Application Elements Checklist to check that you have submitted all the evidence required for each criteria stated
- You are requested to make clear where that evidence is to be found in your submission.

- In the parts of the application that ask you to submit a written report with a minimum and maximum number of words, you are required to specify a word count. This must be no more than 10% under or over the specified word limit or up to a maximum of 20% where an additional support need has been declared in advance to the COSCA Development Officer.
- Please note that this word count is inclusive of each example required to be evidenced for each of the elements.

PART III: SUBMISSION CHECKLIST

I have checked the following:

- I have submitted all the required evidence to support all the criteria
- All the evidence is accurately labelled with the appropriate reference number
- I have given a word count of all criteria submitted
- My application has been verified by a suitable verifier, such as a course consultant, trainer or training supervisor who is familiar enough with my work to state that the submission accurately reflects my knowledge, skills and experience as a trainer
- I have read, signed and dated the declaration below
- I have enclosed the current Trainer Accreditation fee

I agree to my details being publicised in the COSCA Journal Counselling in Scotland on being awarded COSCA Trainer Accreditation.

PART IV: DECLARATION

I declare that:

- I. I am applying for COSCA Trainer Accreditation at Diploma level and agree to abide by the current COSCA's Guidelines for Transfer to Diploma Level Trainer Accreditation and to be bound by COSCA's Articles of Association, and to abide by COSCA's Statement of Ethics and Code of Practice
- II. The evidence I have submitted gives an accurate portrayal of my training and experience in counselling.
- III. I will inform COSCA of all successful or pending criminal, civil, complaint or disciplinary proceedings brought against me in the future which are relevant to my involvement with counselling skills training
- IV. I will provide such information as COSCA may require from time to time to confirm my continuing eligibility for Trainer Accreditation.

- V. I have appropriate and adequate public and professional liability insurance cover for all my counselling work
- VI. To the best of my knowledge, I believe the information provided in this application is correct information. I understand that a failure to disclose on application or during the period of Trainer Accreditation can lead to termination of my Trainer Accreditation and COSCA Membership
- VII. I will comply with COSCA's arrangements for handling complaints and concerns. (If you wish a copy of COSCA Complaints Procedure, please see the COSCA website www.cosca.org.uk)

Print Name:
Signature:
Date:

APPENDIX A: APPLICATION ELEMENTS CHECKLIST
Application for Trainer Accreditation at Diploma Level

Criteria	Evidence	Included (tick)
1.0 Application	Application fee	
2.1 Membership of COSCA	Membership number and category (practitioner or accredited)	
2.2 Application Form	Application form completed	
2.3 Acceptable Diploma level qualification	Submit evidence of COSCA validated Diploma or equivalent	
2.4 Counselling Training Experience: Trainers Delivering Diploma Courses in Counselling	<p>2.4.1 - Significant involvement in delivery of a COSCA Validated/Initially Validated Diploma:</p> <p>Complete 'Appendix B' evidencing training hours across 9 training elements (this must total no less than 400 hours, at least 5 elements must meet the suggested training hours stated).</p> <p>2.4.2 Submit reflective accounts for each of the nine elements</p> <p>2.4.3 Submit statement on the formal and informal supports received as a trainer</p>	
2.5 Supervision of Training and Counselling Practice	<p>2.5.2 Submit statement detailing training supervision arrangements evidencing at least 12 hours per annum</p> <p>2.5.3 Submit reflective statement detailing the benefits of training supervision</p> <p>2.5.4 Submit statement from counselling supervisor confirming present supervised counselling practice</p>	
3.1 Verification of application	3.1 Application has been verified by a suitable individual	

2.3 Counselling/Counselling Skills Related Qualifications

2.3.1 Criteria

Applicants must possess acceptable counselling qualifications.

2.3.2 Evidence

Shows successful completion of either of the following qualifications:

- ✓ COSCA validated Diploma **or**
- ✓ Other awards or qualifications, which the applicant considers to be equivalent to the COSCA validated Diploma. For guidance on eligible qualifications please contact the Development Officer.
- ✓ Please attach any copies of qualifications (non-returnable), and submit these alongside the present application to the Development Officer: jenny@cosca.org.uk

2.4 Counselling Diploma Training Experience

2.4.1 Criteria

- Applicants must have had a significant involvement in the delivery of a COSCA validated diploma course in counselling or equivalent, or such a course under-going the validation application process with COSCA. This involvement must have included a significant number of hours working with one or more cohorts of participants over the last five years, and having consistent involvement in large group facilitation.
- You must complete **Appendix B**, evidencing that you carried out all of the nine elements listed below, five of which must meet the recommended number of required hours within the context of a COSCA validated diploma. This may be any five of the nine elements.
- Validated Diploma level courses will be made aware of the requirements and criteria for trainer accreditation. Accordingly, sufficient opportunities should be offered to trainers to gain experience across the nine elements.
- You must state the number of hours spent carrying out each element and what you actually did under each element. If you do not meet the recommended number of hours required for at least five of the nine elements, you can carry over excess hours from any of the other elements to supplement the short-fall, with a maximum 10% of carry-over of hours being permitted.

- Trainers are responsible for determining the numbers of hours they have been involved with in relation to each of the elements. It is feasible that the hours accrued may cover several elements simultaneously. Therefore, in this instance you should claim the full hours against each of the elements relevant.
- The hours stated for each element below are based on a trainer's contact hours with participants and hours of researching, reviewing, preparation, marking, consultation out with the course and administration, for example.
- For each element, unless otherwise indicated, you are required to demonstrate evidence of yourself as a reflective trainer by providing at least 2, but no more than 3 examples of how your training practice meets the criteria for each element. You must outline what you do as a trainer, how you do it, and the significance of this to your development as a trainer.
- Please ensure to evidence each element in a reflective, and exploratory style, giving a sense of both your competencies and strengths as a trainer and of your identified areas for development. Where any areas for development are identified, please indicate how you have responded or intend to respond to these developmental needs (*for instance through utilising supervisory or other supports, or through undertaking further CPD*).
- The word count for each of the elements is between 300-800 words, which affords for further reflection on the elements in which you may have more involvement. You must submit no less than 2, but no more than 3 examples of your training practice for each element, unless otherwise specified.
- Please note that this word count is inclusive of each example evidenced for the element, e.g. a maximum of 800 words for a minimum of two, or a maximum of three examples which evidence the required element criteria.
- You may exceed the stipulated word count for each section by a maximum of 10%, or up to a maximum of 20% where an additional support need has been declared in advance to the COSCA Development Officer.

APPENDIX B: COUNSELLING EXPERIENCE – TRAINERS DELIVERING DIPLOMA COURSES IN COUNSELLING

Application for Trainer Accreditation at Diploma Level

Complete the table below with the number of hours you have completed for each of the nine elements.

Element	Number of Hours
Writing, reviewing, adapting and preparing delivery of the course content (recommended 178 hours)	
Teaching theory (recommended 45 hours)	
Leading counselling skills training sessions (recommended 60 hours)	
Tutoring (e.g. for written assignments), including marking (recommended 120 hours)	
Delivering group counselling supervision with one or more cohorts of participants and co-ordinating counselling supervisors for participants (recommended 150 hours)	
Co-ordinating or organising placements and relating to managers (recommended. 50 hours)	
Co-ordinating experiential groups which are an integral part of the course (recommended 90 hours)	
Taking part in formal assessment procedures (recommended 192 hours)	
Giving continuous feed-back on personal and professional development to participants (recommended 120 hours)	

2.4.2 Evidence

2.4.2 Element 1: 1. Writing, reviewing, adapting and preparing delivery of the course content (recommended hours 178 hours)

Please reflect on any involvement you have had in the writing and on-going review and adaptation of the Diploma course- 300-800 Words.

This **must** include your reflection on:

- Identifying, researching, implementing and collaborating regarding areas for addition/amendment to the course.
- Identifying methods/resources utilised responsive to the individual needs of participants and the wider needs of the group and the course, in continuing to providing effective, relevant, modern and inclusive counselling training, in keeping with your courses stated therapeutic approach, intended aims and learning outcomes, and within its stated policies surrounding equality, diversity and inclusion, where relevant.
- Your own individual experience in relation to writing, reviewing and preparing delivery of course content.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development where relevant, with respect to writing, adapting, and preparing delivery of the course content. Where any areas for development are identified please indicate the ways in which you have responded or intend to respond to these developmental needs.

This **may** include your reflection on:

- Writing of the original Diploma level programme, where appropriate
- The ways in which you have identified and actioned any course developments that have been responsive to individual needs and/or those of groups who may have overlooked or underrepresented within the course's existing content, that is supportive of fostering conditions of equality, diversity and inclusivity on the course and the developing practice of its participants.

Example 1

Example 2-

Example 3 (Please note you only need a minimum of 2 examples, but may select a third if you wish).

Word Count:

Panels comments

Element 2 Teaching theory (45 hours)- Please reflect on your involvement in delivering the theoretical input of your course (300-800 words).

This **must** include your reflection on:

- The training methods and resources you have utilised to deliver specific theoretical inputs in line with your course's stated theoretical approach, its intended aims and learning outcomes. You should also identify the ways in which your delivery of these specific theoretical inputs may have supported your participants to apply theory in relation to their counselling practice.
- Why, when and how you delivered these specific theoretical inputs, alongside reflection on the ways in which your delivery has been responsive to the needs of the course and its participants. For instance, you could reflect on the ways in which you may have adapted specific theoretical inputs to respond to difference, diversity and/or any individual needs in the group.
- Your own experience in relation to delivering theoretical inputs.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to delivering theoretical inputs. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

This **may** include your reflection on:

- Your delivery of any theoretical inputs that have acknowledged the groups of people that may have been overlooked or underrepresented within the theory and research that underpins your course's stated therapeutic approach. You could identify the ways in which these inputs have supported your participants' abilities to adapt and apply the theory underpinning the courses stated therapeutic approach, that is responsive to difference and diversity within the client population, and that is supportive of participants developing whole person, inclusive practice.

Example 1-

Example 2

Example 3 (Please note you only a minimum of 2 examples, but may select a third if you wish)

Word count

Panels comments

Element 3. Leading skills training sessions (60 hours)

Please reflect on: Your involvement of leading skills training on your course. 300-800 words.

This **must** include your reflection on:

- Your specific role and experience of facilitating the opportunity for participants to practise and develop their counselling skills throughout the course.
- Your role in facilitating counselling skills training opportunities, and on the ways in which your facilitation and the associated methods/resources utilised, was responsive to the needs of the course and its participants. For instance, this could include, and is not exclusive to: facilitating triads for skills practice, facilitating other opportunities for participants to practice counselling skills, demonstrating or modelling counselling skills, observing and giving feedback on participants' skills, and identifying and/or facilitating further opportunities for participants to practice their skills and focus on their individual specific areas for development, i.e. deliberate practice.
- Your specific role in providing feedback on individual participants' counselling skills and any challenges in response to this feedback. You may want to consider the ways in which you have adapted any feedback to be responsive to a participant's individual needs and/or to be responsive to their individual developmental needs.
- Your own individual experience in relation to leading counselling skills training
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to leading counselling skills training. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

Example 1-

Example 2-

Example 3 (Please note you only need a minimum of 2 examples but may select a third if you wish).

Word Count:

Panels comments

Element 4. Tutoring (e.g., for written assignments), including marking (120 hours)-

Please reflect on your experience of delivering both individual and group tutoring sessions to participants on your course such as supporting those who may have difficulties with written assignments course (300-800 words).

This **must** include your reflection on:

- Your specific role in your course's tutoring processes, and the methods and resources that you have utilised to tutor both individual students and the wider training group. You are required to provide an example for **both** individual tutoring and group tutoring. Should you choose to select a third example, this may cover either group or individual tutoring.
- How you mark participant assignments in line with your courses assessment requirements. You must specify how you mark assignments in keeping with the course's stated therapeutic approach, intended aims and learning outcomes, and its stated academic level, assessment criteria and rubric where relevant.
- The ways in which you offer assignment feedback that is supportive to progressive participant development and that is in keeping with the course's stated therapeutic approach its intended aims, learning outcomes and stated academic level, where relevant.
- Your own individual experience in relation to tutoring.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to tutoring. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

This **may** include your reflection on:

- The methods through which you have supported participants with additional support needs with their written assignments, including your role in implementing any reasonable adjustments, where relevant.

Example 1- Individual Tutoring-

Example 2- Group Tutoring-

Example 3 (Please note you need only a minimum of 2 examples, but may select a third if you wish)

Word Count –

Panel Comments

Element 5. Facilitating group counselling supervision and co-ordinating counselling supervisors for participants (150 hours)

5.1 Delivering Group Counselling Supervision:

Please reflect on any involvement you have had in facilitating group counselling supervision on the course (300-800 words).

This **must** include your reflection on:

- Your specific role in deliver group counselling supervision, including identifying the methods, interventions and resources utilised to deliver group counselling supervision. This must include the ways in which you may have communicated the purpose of group supervision, clarified boundaries and any trainer and participant's responsibilities within the group space, including specifying your role in facilitating any group contracting process.
- Your role in managing the needs of the group/ the group process as a whole, and group supervision's function towards monitoring and supporting its participants development as reflective practitioners
- The ways in which you have attended to the safety of the group and its participants, whilst endeavouring to create conditions that promote participants growth and development as reflective practitioners. For instance, this might include identifying the ways in which you responded to any individual additional support needs and/or developmental needs within the group supervision setting, whilst attending to the needs of the group overall and its function in supporting the development of ethical, reflective practitioners, within the course's stated modality.
- Your own individual experience in relation to facilitating group counselling supervision.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to delivering group counselling supervision. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

Where you have not specifically facilitated group counselling supervision for participants you *must* instead reflect on:

- Any participation you have had in relation to managing the impact of group counselling supervision on the wider training group, and/or coordinating the group counselling supervision process.

- Your own individual experience in relation to managing the impact of group counselling supervision on the wider training group, and/or coordinating the group counselling supervision process.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to any involvement in managing the impact of group counselling supervision on the wider training group, and/or coordinating the group counselling supervision process. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

Please note you only require to submit one example for 5.1, however you may submit up to three examples should you wish.

Example 1-

Example 2:

Example 3:

Word count

Panels comments

Element 5.2 Coordinating Counselling Supervisors

Please reflect on any experience you have had of coordinating supervision for course participants- course (300-800 words).

This **must** include your reflection on:

- Your specific role and involvement with respect to coordinating supervision.
- The ways in which you communicate the function of supervision to your participants with respect to monitoring their client work, progress and development, and towards meeting ethical requirements. You must specify how you communicate supervision requirements to your participants.
- Your specific role in monitoring whether participants and/or supervisors meet the requirements for practice placement supervision, and in managing any issues in relation to this, where relevant.
- Your own individual experience in relation to facilitating counselling supervision, where relevant.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to coordinating counselling supervisors. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

Where you have not specifically coordinated counselling supervision for participants you *must* reflect on:

- Any involvement you have had in supporting participants regarding the supervision process, and towards managing any impact of their supervision in the training room, or on their progress and development as a whole.
- For instance, this might include: communicating the function of supervision towards your participants with respect to monitoring their client work progress and development, and towards meeting ethical requirements, communicating practice supervision requirements to individuals or the wider training group and addressing queries or concerns raised by individuals or the group with respect to supervision arrangements.
- Your own individual experience in relation to supporting participants regarding the supervision process, and towards managing any impact of their supervision in the training room, or on their progress and development as a whole.

- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to any involvement supporting participants regarding the supervision process, and towards managing any impact of their supervision in the training room, or on their progress and development as a whole. Where any areas for development are identified please indicate the ways in which you have responded or intend to respond to these developmental needs.

Please note you only require to submit one example for 5.2, but you may select up to three should you wish.

Example 1-

Example 2:

Example 3:

Word count

Panels Comments

Element 6. Co-ordinating or organising placements (50 hours)

This must include reflecting on direct experience of placement coordination or other related participation you have had in placement processes on the course (300-800 words).

This **must** include your reflection on:

- Your specific role and input with respect to the readiness for practice placements process
- Your involvement in communicating practice placement criteria to participants
- Your involvement in implementing and utilising the 4-way agreement process
- The ways in which you have supported participants with regards to their placement experience, such as any concerns with the suitability of their practice placements, where relevant
- Your own individual experience in relation to coordinating placements and relating to managers, or placement coordinators, where relevant.
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to coordinating placements. Where any areas for development are identified, please indicate the ways in which you have responded or intend to respond to these developmental needs.

This **may** include your reflection on:

- Your involvement in the monitoring of the impact of placements in the training room and in relation to participants overall progress and development.
- Your involvement in advising and working with managers of placements regarding the requirements of the placement and implementing practice placement criteria.
- Any communications you have had with your training provider's practice placement coordinator in relation to participants overall progress and development.

Example 1-

Example 2-

Word count:

Panels comments

Element 7. Co-ordinating experiential groups: (90 hours)-

Please reflect on your experience of coordinating experiential groups within your course; you must include reference to any delivery of experiential groups within your group which could be gained with smaller groups or with the group as a whole. It may include group experiences such as developing the group working agreement- 300-800 words.

This **must** include your reflection on:

- Your involvement in an experiential group which you have had a clear and active role within.
- The specific role you have undertaken to facilitate the experiential group process. You must specify your specific role and any methods, interventions and resources you may have utilised to facilitate the experiential group process. This must include the ways in which you may have communicated the function of the group, clarified boundaries any trainer and participants responsibilities within the group space, including specifying your role in facilitating any group contracting process, where relevant.
- The ways in which you have attended to the safety of the group and its participant's, whilst endeavouring to create conditions of growth and development and increased participant self-awareness.
- Your understanding of how the group process supports your participants' development of self-awareness in relation to others, and how your role and interventions (or non-interventions, where appropriate) within the group have been supportive of this developmental process. Where relevant you may want to reflect on how your facilitation and interventions, or non-interventions are aligned with supporting the development of participant competencies within your course's stated therapeutic approach and its intended aims and learning outcomes.
- Your own individual experience in relation to coordinating experiential groups
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to coordinating experiential groups. Where any areas for development are identified please indicate the ways in which you have responded or intend to respond to these developmental needs.

This **may** include your reflection on:

- Your role in facilitating group experiences supportive of the development of exploring difference and diversity within self and others, and/or that are supportive of inclusivity within the group process, including implementing any reasonable adjustments, where relevant.

Example 1:

Example 2:

Word count:

Panels Comments

Element 8. Taking part in formal assessment procedures (192 hours)- Please reflect on your involvement and experience of formal assessment procedures across the course which are supportive of progressive participant development- (300-800 words).

This **must** include your reflection on:

- The specific methods and resources through which you communicate the assessment framework to participants, in line with the stated therapeutic approach of your course, its intended aims and learning outcomes and the course's stated academic level, where relevant.
- Your specific role and involvement in formal assessment processes within your course, for instance this could include (and is not exclusive to): readiness for practice placement procedures, assignments, case studies, skills practice sessions and research projects/presentations. You must identify the specific criteria to be assessed, including identifying the specific methods and measures of assessment criteria, such as the assessment rubric, where relevant.
- Any challenges you have faced in relation to formal assessment criteria, such as an instance where a participant has failed to meet the required assessment criteria. You must reflect to your specific role and involvement within this process and any methods/resources you may have utilised to address the identified challenges.
- Any ways in which you have implemented reasonable adjustments with respect to formal assessment procedures in keeping with your training provider's stated policies in relation to equality, diversity and inclusion, where relevant.
- Your own individual experience in relation to taking part in formal assessment procedures
- Your evaluation of the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development, where relevant, with respect to formal assessment procedures. Where any areas for development are identified please indicate the ways in which you have responded or intend to respond to these developmental needs

You **may** also:

- Summarising what you have done under elements 4 (tutoring) and 9 (feedback and professional development)

- Offering a reflective overview of your involvement in the additional formal assessment of participants' written and practical work. This could include the readiness for practice placement's process, case studies, presentations, skills practice sessions, using formal assessment tools to measure participant competencies etc. If you cross mark a percentage of the assignments, you could also refer to this here.

Example 1:

Example 2:

Word count:

Panels Comments

Element 9. Giving continuous feed-back on personal and professional development to participants (120 hours) Please reflect on your experiences of offering feedback to participants that is supportive of their progressive personal and professional development-300-800 words.

This **must** include your reflection on:

- Your specific role and involvement in giving feedback on participants' personal and professional development throughout the course.
- The means and methods by which you have offered participant feedback, including identification of the ways in which this may have been supportive of their progressive personal and professional development, in keeping with the course's stated therapeutic approach, and it's intended aim and learning outcomes.
- The ways in which you managed conflict arising from participant responses to your feedback and how you managed this
- Your own individual experience in relation to giving continuous feedback
- Your evaluation the efficacy of your training practice as above, including reflection on your strengths, competencies and areas for development (where relevant), with respect to giving continuous feedback. Where any areas for development are identified please indicate the ways in which you have responded or intend to respond to these developmental needs.

You **may** reflect on:

- The ways in which you have adapted feedback to be responsive to a participant's individual needs, such as in relation to any additional support needs and/or in response to their individual developmental needs as a whole.
- Any discussion sessions you have facilitated surrounding journal articles, research publications etc. and any time spent sharing resources relevant to participants' personal and professional development.

Example 1:

Example 2:

Word count:

Panels Comments

Criteria 2.4.2

- **You must provide a reflective statement (500-800 words) on the formal and informal support you receive as a counselling trainer:**

You must:

- Identify the range of informal and formal supports that you have access to.
- Reflect on the ways in which the formal and informal support you receive has facilitated your delivery and development as a trainer, for instance in relation to identifying your strengths and competencies, and in relation to areas for development within your training practice.
- Identify a specific area(s) for development within your training practice. You must specify how you may have used (or are continuing to use) your informal/formal support systems to address this.
- You must identify any follow-on actions that you have taken or intend to take to address the identified developmental need and/or to respond to supervisory guidance. You must reflect on any impact of this on your training practice, where relevant.

Reflective statement

Word count:

Panels Comments

2.5 Supervision of Training and Counselling Practice

2.5.1 Criteria

Applicants must demonstrate how they receive supervision for their work as trainers. For trainers delivering diploma courses in counselling, not less than 12 hours per annum is required.

The supervision of training practice should be focused on the training process per se. The training supervisor must have relevant experience of delivering counselling training or equivalent.

Evidence

2.5.2 Submits a statement (no more than 200 words) detailing training supervision arrangements evidencing at least 12 hours per annum.

This must:

- Identify the nature of your training supervision arrangements, including specifying the frequency and the number of training supervision hours received. Where you have varying supervisory inputs with respect to your training practice you need to provide details for each of these.

You *may*:

- Include group or peer supervision-if you do not have individual training supervision you must indicate whom you would contact for supervisory guidance should you be unable to share a matter within the group setting.
- Include time spent with your counselling supervisor that is focused on your training practice, provided that your supervisor has relevant experience of delivering counselling training or equivalent.

Reflective Statement

Word count:

Panel comments

2.5.3 Submit a reflective statement (500-800 words) detailing the benefits of training supervision:

You must:

- Identify the specific ways in which training supervision has supported you to develop as a trainer
- Reflect on how training supervision has supported you to identify and develop your strengths and competencies as a trainer alongside how you have utilised training supervision to identify and respond to any areas for development as a trainer.
- Identify a specific area(s) for development within your training practice. You must specify how you may have used (or are continuing to use) your training supervision to address this developmental need(s).
- You must identify any follow-on actions that you have taken or intend to take to address the identified developmental need and to respond to any supervisory guidance. You must reflect on any impact of this on your training practice, where relevant.

Statement

Word count:

Panels Comments

2.5.4 Submit a statement from your counselling supervisor confirming that you have a current supervised counselling practice:

Please indicate if this has been included. ☐

Panels comments on overall application

PART III: ACCREDITATION PROCEDURES

3.1 Verification of the Application

The complete application for trainer accreditation must be verified by a course consultant, trainer or training supervisor who is familiar enough with the applicant's work, to state that the submission accurately reflects the applicant's knowledge, skills and experience. (See **Appendix C** in the Application Form: **Verification of Application**.)

APPENDIX C: VERIFICATION OF APPLICATION

Application for Trainer Accreditation- Transfer to Diploma level

Applicant Name:

Please enter your name below and pass this form with your completed application to a suitable verifier.

Verifier:

The applicant name above is intending to apply to COSCA as a trainer at Diploma level. Please read their complete application and complete the statement below if appropriate.

Verifier:

I declare that I have read the attached application and confirm that it accurately reflects the knowledge, skills and experience of the applicant named above.

Name of Verifier:**Position Held:****Address of verifier:****Postcode:****Telephone:**

Email:
Signature:
Date:

3.2 Submission of the Application

Applications should be made using the present Application Form. An electronic copy of complete applications must be submitted by email to Jenny Bell, Development Officer (Individuals/Courses): jenny@cosca.org.uk Please note that the minimum font size used in your application is 12.

There are two submission dates per year, the 31st of March and the 30th of September.

3.3 Accreditation Fee

The accreditation fee for trainer accreditation is £100. The fee for a resubmission is £50.

You may pay by cheque or direct to the bank:

Virgin Money

Sort Code: 82 68 05

Account Number: 70174110

If an invoice requires to be submitted, please give details with the application.

Please note that payment requires to be received prior to the award of accreditation.

Please indicate payment method: Bank ☐ Cheque ☐

Date:

3.4 Consideration of Applications, Outcomes and Notification to Applicants

A Trainer Accreditation Panel appointed by COSCA will consider applications.

The Panel will have 5 options:

1. **Accreditation**
2. **Conditional Accreditation pending minimal requirements being met. There is no fee required here, but applicants will be required to submit additional information to the Development Officer for review and approval pending Full Accreditation being awarded**
3. **Conditional Accreditation with criteria required to be re-submitted for review at the next Trainer Accreditation Panel (incurs resubmission fee as above). The Panel will provide detailed feedback on the criteria required to be resubmitted. Applicants must only submit the criteria as requested for resubmission**
4. **No accreditation with resubmission of the full application required.**
5. **No accreditation with no re-submission of application.** Applicants will be informed in writing of the Panel's decision within 12 weeks of the submission deadline and be contacted when this cannot be carried out.

3.5 Further Information and Appeal

You can appeal against the decision of the Panel through the COSCA appeals procedure within three months of the decision being made. (Copies of the Appeals Procedure are available from the COSCA Office). In the event that you wish more information on one of the above notifications or wish to discuss how to respond to it, you can contact Jenny Bell, Development Officer: jenny@cosca.org.uk

3.6 COSCA Directory of Accredited Trainers

COSCA maintains a Directory of Accredited Trainers on www.cosca.org.uk – Trainers.

It is mandatory for all COSCA Accredited Trainers to have their profile entered on this Directory.

There is an Opt Out Policy – www.cosca.org.uk – COSCA Register.

It is intended that this Directory will be a resource for people wishing to identify suitable counselling trainers.

3.7 Annual Renewal of Trainer Accreditation Diploma Level

To assure the public of trainers' continued fitness to practice, accredited trainers are required to renew their accreditation on an annual basis.

Please submit the '**Application for Annual Renewal of Accreditation Training Record**' alongside your COSCA membership renewal.

Detailed guidance on the process and the annual renewal form can be found on the COSCA website under accreditation/trainer

COSCA will issue a reminder before your membership and accreditation renewal is due.

To maintain your Trainer Accreditation at Diploma level you must:

- Submit the annual renewal form on a yearly basis
- Pay the annual renewal fee-please see the COSCA website under '**About Us**' for a list of the most recent renewal fees
- Maintain membership of COSCA at practitioner or accredited level
- Deliver at least 30 hours training practice per annum (*either on COSCA validated or equivalent counselling training courses, delivery may be at Certificate, Diploma or Specialist level*)
- Evidence continuing professional development (minimum 3 days/18 hours per annum)
- Evidence attendance at the COSCA Annual Trainers Event or equivalent

Accredited trainers have the option to declare a career break should they have delivered less than 30 hours training per annum over their last renewal year.

Please see the '**Annual Renewal of Trainer Accreditation Guidelines**' for further information on applying for a career break, or contact the Development Officer

