

Accreditation of training courses – 5th edition

Addendum to the explanation of terms

This supersedes the original only for those ‘terms’ identified below. Other ‘terms’ are considered to be clear enough as they are currently worded.

Assessment

Assessment describes any processes that appraise an individual’s knowledge, understanding, abilities or skills. Assessment is usually diagnostic, formative or summative. A training course is likely to use a combination of different assessment types. Assessment may include: self-, peer- and tutor-assessment; assessment of personal and professional development; marking/grading of work, reports, monitoring of records and logs, observation, discussion and evaluative feedback.

Cohort

...notwithstanding... [*i.e. all one word*]

Guided learning time

This includes the timetabled hours spent on direct teaching or instruction (see explanation above), together with other timetabled structured learning time, such as directed assignments, assessments ‘on the job’, facilitated workshops, supported individual study and practice. It excludes learner-initiated private study.

What can be included?

Guided learning time is where a member of staff is available to give specific guidance to students on structured learning tasks. Guided learning time can include such activities as staff-led lectures, seminars, tutorials, skills practice sessions and facilitated study. Facilitated study might include: staff guidance for students in open learning centres, staff-facilitated research or research awareness activities, learning workshops, experiential groups and web-based structured learning activities and tutorials. Guided learning time can also include time spent by course staff when assessing students’ achievements, for example in assessing the students’ vocational competence. Staff-student community meeting time may also be counted, see criterion B9.1.

What cannot be included?

Guided learning time would not extend to time spent by staff in the day-to-day marking of assignments or homework where the student is not present. Guided learning time does not include hours where assistance is of a general nature and therefore not specific to the study of the students. For example, time spent engaged in study in a library or study group could not be included, even though a member of staff might be in attendance. The following time is not counted as guided learning time: personal therapy, non-facilitated private or group study (e.g. personal reading, writing course work assignments, individual research for assignments), client work, course social time (eg timetabled or non-timetabled breaks, including coffee or lunch breaks).

Time spent in work experience and/or work-based learning does not count as guided learning hours unless a member of the course staff is present to give specific guidance towards the qualification or to assess the achievements of a student.

Placement

[3rd paragraph] ...or the practice of counselling skills...

Small scale research project

Such a project will enable students to pursue a viable research question independently but under guidance. They will be expected to provide a rationale for the research question; consider and select an appropriate research methodology; investigate the question ethically; produce a written report of their findings.

Work-based learning

Work-based learning presents students with opportunities to explore and gain contextual awareness in a professional counselling and/or psychotherapy or appropriate related setting. The experience should be designed to enable students to apply their learning to the workplace. It is important that relevant learning outcomes are identified and the student's experience and learning is appropriately monitored. Work-based learning opportunities should be structured, approved, supported, monitored and evaluated by both the course and the workplace. Students are expected to reflect on what they observe and experience in the workplace.

What can be included?

Such opportunities for work-based learning might typically include induction into an organisation; clerical duties; attending team meetings; case management conferences; reading service literature, policies and procedures; structured workplace training; data collection for audit or other research purposes; observation of group supervision within the workplace; other observation, assisting and job shadowing activities, all of which should be consistent with the learning outcomes of the course.

What cannot be included?

Work-based learning activities are additional to the 150 hours of supervised practice (see criterion A5). They would not include participation in supervision as a supervisee, or personal therapy.