Scoping report

Training for counselling with children and young people in the UK

Ros Sewell – March, 2013
Executive summary

This report reviews the provision and nature of counselling courses for children and young people in the UK. Academic level ranges from higher education to non-accredited distance learning courses. Curricula cover theory and practice, with a child and young person-specific foci. The report then considers the views of trainers towards the development of e-learning resources, the areas that they would like to see covered in the Counselling MindEd programme, and their views on the most appropriate methods of content delivery.
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About the author

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Aims

The purpose of the scoping report was to identify and to find out about courses in the UK that are delivering counselling training with a specific focus on working with children and young people. The main aim of the work was to make links with the course providers, to explain the e-learning project and to gather their ideas about possible e-learning modules. As these modules are designed to support the existing teaching materials it is an essential part of the Counselling MindEd programme to identify what the trainers would find helpful as a resource to enable the team to create e-learning resources that both students and teaching staff will want to use.

This report was not intended as a definitive review of all courses available for counselling children and young people in the UK, but as a ‘snapshot’ picture of the programmes available, and will be updated on a regular basis.

Method

Searches

Internet search Google: counselling courses
Hot courses listed 430 counselling courses. All courses were checked for children and young people content and relevant contact details were taken of 22 courses.

Internet search Google: children and young people’s counselling
A further 27 courses and contact details were added to the list.

Internet search Google: part-time counselling children and young people.
A further three courses and contact details were added to the list.

Recording information

A spreadsheet was devised to record all the information about the courses (see Appendix 1). This has been a working document continually updated at various stages of the scoping research. Having identified the courses they were graded in order of priority for contacting, based on how relevant they appeared to be to the Counselling MindEd programme.

Contact with the course providers

Initial contact was made via the general contact telephone numbers on the course website and after enquiries about the children’s and young people’s counselling courses, specific names and contacts were made. During telephone calls the project was outlined and the course and curriculum details clarified. Making contact with trainers provided an opportunity to talk about e-learning and about whether the courses already used this form of learning, and for a discussion about what they would find helpful. Course leaders were also asked, at this point, whether they would be interested in being part of a group that could have contact through a teleconference to discuss e-learning and the forthcoming modules as an on-going process. All information relating to these points was recorded. Following the telephone calls the trainers were sent a follow-up email with a summary of the project attached for information and given contact details.

Course visits

From the initial telephone calls it was decided that two visits would be made to discuss the above points in greater detail and to strengthen the links between the project and the course providers. Visits were made to Cambridge University and Glyndwr University. It was a valuable experience to speak to the trainers in person and the in-depth discussions highlighted important considerations about the proposed modules. The content of the discussions has been included in the sections below about curriculum and thoughts and ideas about e-learning modules.

Student visits

Visits were made to the students of the same universities to find out from the people who will ultimately use the e-learning resources what they would find useful and about ways in which they are able to engage with learning. When these visits have been completed, the information gained will be recorded in this report.

Academic levels

Courses offering counselling training to work with children and young people are spread across a wide range of academic levels and these can be confusing. It was important to find out what exactly was being offered by the training providers and to identify not only the academic level but also the awarding body and the meaning of this, and how these qualifications map onto the National Qualifications Framework (see Appendix 1).

Higher education

Higher education institutes offer a range of courses in this area. Most of these courses are offered as a further training, post-counselling diploma qualification. Some also offer diploma level qualification and are described as a conversion course from adult to young person’s counselling. Others offer further qualifications at BA or masters level. Most of the higher education institutes are offering levels 4–8 on the National Qualifications Framework. Level 4 is diploma level, level 5 is a foundation degree or a higher national diploma, level 6
is degree level, 7 is a masters and level 8 is a doctorate. The awarding bodies are either their own university or another university. Some universities are awarding bodies for courses in which they have no teaching input but they quality assure the course. For these courses, the awarding body university was not the main point of contact and little was known about the courses at the university itself. Some universities offer continuing professional development (CPD) courses for counsellors working with children and young people, which range from one-day to three-day courses.

**Further/adult education**

Further Education Colleges offer an even broader range of courses and qualifications. Some of the courses are pre-counselling training courses. In several courses counselling children and young people forms part of another qualification aimed at those working with that client group but not necessarily as counsellors. For example, as part of a higher national certificate (level 3) there is a module entitled ‘Counselling children and young people’ within a course that is aimed at those wishing to train as social workers. These courses are listed as counselling courses but on exploration are not stand-alone counselling courses.

These colleges usually use their own awarding body for their qualifications. Some colleges offer CPD courses for counsellors working with children and young people, which range from one-day to three-day courses.

**Private colleges**

Private colleges may have their own awarding body or award their qualifications via the National Open College Network (NOCN), the Association for Accrediting and Endorsing Counselling Courses (AAECC), or Riviera International Quality Training Academy (RIQTH). Some providers offer CPD courses for counsellors working with children and young people. These range from one-day to three-day courses.

**Service providers**

Some counselling service providers offer training to their placement volunteers and staff. These range from CPD days and in-service training to full training courses awarded by the Counselling and Psychotherapy Central Awarding Body (CPCAB) and masters level courses awarded by a university. These courses do not require a prior counselling qualification. Some counselling service providers’ courses are designed solely for their workforce and others offer continuing professional development days, which are open to qualified practising counsellors. Some service providers offer CPD courses for counsellors working with children and young people. These range from one-day to ten-week courses.
Distance learning

These courses do not have a practical component. Distance learning courses are either completed online or written material is sent out to students and the learning is checked by an exam of some kind. The awarding body varies: some courses award from their own centre and others use different awarding bodies and different levels e.g. Open Learning Quality Association (OLQA). Most of the distance learning courses are described as level 3 or 4 certificates or level 3 or 4 diplomas. A level 4 diploma on the National Qualifications Framework is the equivalent of a counselling qualifying diploma offered at a further education college. Most distance learning courses have NCFE listed as their awarding body. NCFE (the letters are not an acronym) evolved from different awarding bodies. On the NCFE website there are no courses for counselling children and young people listed. Further investigation revealed that the courses listed are customised and are not taught to an NCFE curriculum but are quality assured by them. The NCFE quality assurance assures that all their qualifications are accurately placed on the National Qualifications Framework.

Curriculum

The courses range from initial counselling courses to post initial counselling courses, postgraduate and MA/MSc levels. Some postgraduate courses are not necessarily for counsellors and are undertaken by professionals such as teachers and social workers who have prior experience of working with children and young people, but not necessarily as counsellors.

The curriculum content described here is an overview of all the courses and includes each different topic that has been listed. There is a general similarity in the areas delivered on all the courses. The topic areas covered can be grouped into two main areas: theory and practice. These three areas form the core content of the courses. Each course offers different theoretical input depending on the theoretical orientation of the course and upon the level of the course. The topic areas have been defined by the title of the session.

Theory

A variety of theories/models are taught across the courses. This section falls into four core areas: the therapeutic relationship, specific theoretical models developmental theory, and CYP-specific issues.

The therapeutic relationship

Regardless of the chosen model of the course and the level, sessions on the therapeutic relationship are a key feature across the board:

- Play therapy – Axline – the adult as the observer in play.
- Understanding that the self and a person’s identity are formed through the early relationship.

Specific theoretical models/perspectives

- Neuroscience.
- Theoretical perspectives.
- Attachment and systemic theories – Bowlby.
- Narrative approaches.
- Solution focussed brief therapy with children and young people.
- Psychoanalytic attitude and concepts.
- Organisational theory and dynamics.
- Transference.
- Countertransference.
- Theories of self.
- Infancy and the work of Winnicott.
- Understanding and working with the defences.
- Understanding the link between body and mind.
- The use of and understanding creative therapies.

Developmental theory

- Psychotherapeutic concepts for understanding of babyhood and development.
- Human/child development – Erikson.
- Transactional analysis and child development.
- Understanding different models of development.
- Understanding the parameters of ‘normal’ emotional, social and behavioural development of children and young people.
- Understanding how a child develops communication skills within the early relationships in the family.
- Understanding the development of play as communication within the attachment relationship.
- Understanding the process of secure and insecure attachment.
- Understanding child psychosocial development.
- The role of love in growth and development of identity.

CYP-specific issues

- Sex and sexuality.
- Family.
- Autism, Asperger’s and learning difficulties.
- The bereaved child and grief.
- Divorce.
- Historical perspectives.
- Depression.
- Psychopharmacology.
- Anxiety disorders.
- Eating disorders.
- Self-harm.
- Bullying.

Practice

Other than the distance learning courses, most courses place an emphasis on the practice element of the training. Courses tend to use the skills area to look at working with children and young people and how this differs from adult
work, and the particular means of engaging with this client group. In some courses there is an extensive input on play therapy and the more creative approaches.

- Clinical skills in integrative child psychotherapy.
- Developing counselling skills with young people.
- Advanced counselling skills with children and adolescents.
- Image, metaphor and the inner world – creative methods, play, sandtray, drama therapy.
- Helping children to speak about feelings.
- Clinical skills with children.
- Relationships with others in practice.
- The therapeutic relationship – skills based learning.
- Endings and termination of counselling.
- Grounded endings.
- Building a working alliance.
- The real relationship.
- Interpersonal Process Recall.
- Preparation for professional practice.
- Self – in relation, as process, as practitioner.
- Assessment and planning for emotional needs.
- Child protection.
- Ethical considerations – the law.
- The difference between counselling children and adults.
- Understanding infancy through mother and infant observation.
- Life story and context of a child.
- Consent with a young person.
- Confidentiality with a young person.
- Principles in child therapeutic practice.
- Working with challenging behaviour.
- Understanding and working with adolescents.
- Goals for counselling children.
- Remembering how it felt to be a child.
- Working with peers and groups.
- Working in a school setting.
- Culturally responsive counselling.
- ‘Six part story’ as an assessment tool.
- Working with peers and groups.
- Working in a school setting.
- Culturally responsive counselling.

**Supervision course**

There was one supervision course, which is a three-day CPD course for counsellors covering the following areas:

- Challenges brought to supervision that counsellors might face counselling children.
- Theoretical modalities in relation to supervision – exploring the current research.
- Current legislation.
- Parental responsibility/consent issues, legal rights.
- Children and young people in relation to courts.
- Reporting criminal acts/disclosure.
- System for assessment of children and young people’s needs.

**Distance learning courses**

The topics for the distance learning courses have been listed separately, so that a general idea can be gained of the topics that they cover and to demonstrate the variety of courses in this area. These are not qualifying courses for counsellors but they cover similar topics.

- Definition of counselling.
- Understanding the relationship between counsellor and client.
- Working with children.
- Child counselling skills.
- An insight into child development.
- Behavioural psychology, fear and phobias.
- Child abuse.
- Bullying.
- Grief and bereavement – exploring grief and letting go.
- Dysfunctional families explained.
- Play therapy.
- Psychodynamic approach related to children and adolescents.
- Cognitive-behavioural approach related to children and adolescents.
- Person-centred approach related to children and adolescents.
- Ethics, consent and the relationship.
- Counselling skills and children.
- The role of play and activities.
- Adolescent counselling and understanding.
- Adolescent counselling and pro-active counselling.
- The development cycle.
- Parent, teacher relationships.
- The complexities of growth.
- Introduction to psychological development.
- Conflict and stress.
- Behaviour therapies.
- What is co-dependency?
- Transformation.
- Recovery – the therapeutic process.
- Moving on – emotional literacy.
- Psychological study of education.
- Memory.
- The use of language.
- Setting up in practice.

**Summary**

Although the levels vary from distance learning to masters level, the subject areas covered by the courses are similar and there are some core themes, in particular exploring the difference working with adults and young people in a counselling context. There is an emphasis on looking at the creative methods with this client group and on covering specific issues relevant to the client group. Supervision courses specifically in this area are limited to a CPD course. Supervision does not seem to be a major theme in most courses although there are some sessions dedicated to this topic.
Trainee’s thoughts about e-learning units

Attitudes towards e-learning

The trainers that were contacted about the project were generally able to see the benefits of having e-learning resources, which they felt would support their existing courses. There was a feeling that this was an important project that trainers wanted to be involved with. Most trainers enjoyed having the opportunity to talk about training and expressed an interest in talking with other trainers about curriculum and standards. They liked the thought of there being a set of resources that they could refer to which had a BACP stamp on them. It was considered important that there would be a set of resources produced that were ‘national’ and were ‘official’ in some way.

There was a great deal of discussion about how e-learning units could be used on a course. Most trainers thought that it would be useful to think about when, as a trainer, e-learning would be the delivery method of choice for a topic. Why would this method be preferable to face-to-face teaching in some areas? How would e-learning enrich the material already offered? There were discussions about access to learning and courses catering for different learning styles. It was felt that in offering e-learning modules, as an addition to the course, this would be another way of ensuring differentiation which is an important consideration for meeting learning needs.

There were lively discussions about how the e-learning modules could be used. It was identified that units could be used pre-session to give information prior to teaching a topic. Most courses already set pre-session work either by recommending a text or actually giving out pre-reading as a handout. Trainers saw the possibility of engaging students with a topic in a more exciting way with e-learning. It followed that e-learning modules would have a place post-session, to consolidate learning after a topic. Some trainers could envisage using e-learning resources during sessions as group activities or to watch and discuss. It was felt that this was a particularly effective way to learn and that this would be an engaging style for the students.

Good quality e-learning

It was clear from talking with trainers that they have specific ideas about what makes good quality e-learning that they would be prepared to use on their courses.

They want e-learning to be fun and interactive and not ‘boring’. On further exploration, ‘boring’ seemed to mean the type of programmes where participants had to trawl through lots of complex information, which is then checked at the end. They reflected on their own experience of participating in several screens of information and videos and completing a ‘test’ at the end of the programme. The general feeling about this type of programme was that ‘people lose interest in them’; they feel like they are ‘completing a task’ and that most trainers would be unhappy to set these as learning tasks for their students.

Most trainers wanted good quality videos that could demonstrate best practice. This was felt to be particularly useful in the area of working with children and young people as it was seen as difficult to gain the practice in class time. All trainers could see the value in having this type of input: of watching counselling sessions that could be discussed as a group for greater understanding. All trainers said that they would like to see video footage of young people talking. They felt that this would make their sessions come alive; and they also recognised that this was the sort of material that they did not have access to at the current time. Some trainers saw the value in having access to videos of children and young people that would demonstrate the developmental stages. This was an area where they felt that face-to-face teaching could be greatly enhanced by watching live videos, bringing the theory to life, and enriching understanding. At present, trainers indicated that they accessed videos from YouTube which they found time consuming, and felt that they could not always find the material that they needed.

Most trainers indicated that they wanted e-learning to be fun as well as informative. Several suggested that they would like some form of gaming as they felt that the students would access this type of learning more easily. Some suggested scenario-based decision making games. (In this type of game the player determines the outcome and throughout the game their decision making affects the nuances of the experience. A simple format for this type of game can be found on this website: www.choiceofgames.com

Summary

It was clear from trainers that they were in favour of e-learning modules being developed, that they would use them if they felt that they were appropriate, and that they have very definite ideas about what would be effective and useful. It is recommended that the Counselling MindEd team and its authors continue to talk with trainers as the project develops as they have knowledge and insight to help maximise the fit-for-purposeness of the Counselling MindEd programme.

Trainers suggestions for e-learning content

The areas that were identified reflect the trainers’ thinking around what would be useful in addition to face-to-face teaching, and not merely everything in the curriculum. Trainers expressed nervousness around e-learning modules which covered the entire curriculum which could be then used as an online training to replace traditional training methods. The areas that have been suggested were to be
part of sessions and not the entire teaching of a session. Trainers recognised the importance of courses being a combination of theory, skills and practice. They felt that if some of the learning was delivered by the e-learning mode, this would free them up to deliver the experiential and group facilitation parts of courses.

Mental health

Mental health topics were of interest to all the trainers. They felt that some theoretical input about wellbeing and working with children and young people experiencing mental distress would be a very useful resource. They identified that it would be good to have some clear input about mental health conditions, ways of working with them and how to recognise them. All trainers identified that this was a very important part of working with children and young people and that it was an area that held great concern for their students.

Developmental theory

All trainers were keen to have resources that had some input about various developmental theories. They would like to have theories demonstrated and brought to life in some way. There were suggestions that it would be helpful to have videos of children demonstrating each developmental stage: trainers felt that actually seeing the stages would make the theory more understandable. All trainers felt that understanding child development was an essential part of their training courses.

Neuroscience developments

Most trainers said that they thought that the advances in neuroscience and its implications for therapists working with children and young people was a very important part of the training. Again they would like this module to have input both on theory and some demonstrations of the theory, possibly in video format. Having some input in this area means that they would be able to concentrate on helping the students to understand the theory by engaging with what it means in practice. Again, trainers are hoping to be more concerned with the experiential input.

Working with professional networks and multi-disciplinary teams

This area was considered to be essential for a counsellor working with this client group. The trainers felt that e-learning material which could demonstrate the complexities of these working relationships particularly in the school setting would be very helpful. They felt that they would really welcome some guidance in this area. Some people suggested
some acted scenarios that could demonstrate the role of the counsellor in a setting and could show some of the difficulties that arise. Most trainers felt that almost all of their students had encountered difficulties in this area at some level and that it was a topic that was re-visited many times throughout the training.

The context of school

Trainers felt that some input about the complexities of working in the school setting would be very helpful. Most students work in schools on placements throughout their courses and the trainers felt that this setting has unique difficulties for counsellors. They felt that e-learning as a medium could really bring some of the aspects/issues about working in the school environment to life.

Working with young offenders in prison

Some trainers had students who had worked with young people who were in prison. Trainers indicated that they would like some input on this area as a special topic, as this environment had its own unique difficulties for counsellors. Some trainers felt that the prison environment was a difficult place for counsellors to work and should be included in trainings. As part of this section, some trainers would like something about having to undertake court appearances and writing court reports.

Ethical dilemmas

Most trainers could see that e-learning as a medium could provide an engaging way to look at ethical dilemmas and really bring the subject to life. All trainers said that this was an area that was very important on the course and was one with which the students engage easily. Again they talked of using e-learning modules to present scenarios that could be discussed with the group as a whole.

Current legislation/child protection (CP) issues and the law

All trainers highlighted this as an important area, they would like material which sets out current legislation and CP issues. Most trainers said that this is an area where they would welcome input and support. They said that it was an area where they felt that they really had to ‘get it right’ as they felt very responsible for knowing the correct information about these issues. They said that throughout the course this was an area of constant questions form the group as the students also feel compelled to ‘get it right’. Trainers highlighted that ethical issues with children and young people were complex, for example confidentiality. School counsellors often have to work with other professionals in that setting who work with a different understanding of the sharing of information, which raises problems for counsellors working in schools.
Group dynamics

Some trainers said that they would like videos that demonstrate group work in progress so that the students could understand group dynamics. Trainers felt concerned that counsellors in schools are often asked to provide group work and would like to have this in the training as it seems to be increasingly asked for.

Psychopharmacology

Some trainers identified the importance of knowing about psychopharmacology as their students frequently come across drugs with the client group. Trainers noted that drugs such as Ritalin seem to be commonly used by young people. They felt that it would be helpful to have some e-learning material, which clearly showed drugs, their usage and their side effects.

Counselling definition

Some trainers suggested that it would be really helpful to have some e-learning input which helped to define counselling. Trainers recognised that when working with children and young people, counsellors have to be very clear about what it is they are offering. They felt that e-learning could be very useful here. Some trainers suggested a video that trainers, trainees and counsellors could use to communicate ‘what is counselling?’ The trainers identified that ‘being able to articulate practice is more important for counselling in this sector than any other’.

Videos of young people and of counselling in progress

All the trainers said that they would like to see lots of young people featured in the material, as it would be really helpful for students in training to have the opportunity to watch young people who were not their clients. They would also like to see counselling sessions with young people as examples of good practice. All trainers identified this as being helpful as the general thoughts around this are that it is difficult to practise skills on the course, as there is no access to young people.

Discussion

CYP courses, qualifications and curriculum

Appendix 1 identifies, and the report describes, the wide range of courses that are available for training counsellors to work with children and young people. The qualifications and levels on offer are varied and confusing. Where these qualifications fit onto the National Qualifications Framework is not straightforward. Some qualifications are listed as diplomas but are awarded from a college’s own awarding body and so may not be a recognised qualification on the National Qualifications Framework. Other courses carry a recognised qualification but the university or college acting as awarding body serves as quality assurance validation and does not provide any actual teaching. The length of the courses varies too, even among same level courses. Some post-qualification diploma courses are delivered over one year and others over two.

Some of the courses are offered as post-qualification further training and others are a first counselling training. The entry point for training in counselling for children and young people was a question that was raised in discussions with training providers. Although this was not the brief of this scoping research project, the question arose so frequently that it is noted here. Discussions around the entry requirements for such trainings were raised by trainers who are offering post-qualification training. Trainers on post-qualification courses seemed to feel very strongly that training for working with children and young people should be a further training due to the complexities of the client group.

Drawing together the different curriculums of all the courses, it became clear that there were core topics that were taught on all the courses regardless of the level being offered. These topic areas have been described in this report.

Response to e-learning and ideas

Discussing the project directly with trainers rather than sending introductory information alone has proven to be beneficial for finding out what trainers would find useful. During discussions, enthusiasm for the project grew as the trainers began to make sense of the project and could understand how e-learning sessions could be of use in their courses. There were important discussions around how the units could be developed and used for their courses. The trainers showed an interest in striving for good quality training courses and for maintaining high standards of practice. All the trainers highlighted the importance of backing all training and practice with the appropriate evidence base.

Having set the context to the project, the trainers were able to identify areas and ways in which these type of learning programmes could be useful to their existing courses. Their ideas were lively and the more they talked, the more ideas were generated. This was particularly noticeable on the visits. Most of the trainers were interested in remaining part of the project and in becoming part of a group that will possibly look at the material when it is produced to offer their comments. Most trainers expressed a wish to talk to other trainers and to share their ideas about ways to maintain training standards. They are keen to have a discussion network linked through BACP.

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Appendix 1: Children and young people counselling courses, UK, 22/01/2013

Please note: Although we have attempted to ensure that all details are correct; we cannot guarantee the accuracy of the following data. If you have corrections, updates or amendments to this list, please email them to info@counsellingminded.com and we will strive to include them in further iterations of this table.

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<td>The Berne Institute CPD</td>
<td>Working with children and young people This is a 7-day module and each day is a stand alone day. This course is a post qualifying CPD course for trained counsellors.</td>
<td>01509 67349 Berne House, 29 Derby Rd, DE74 2EN <a href="http://www.theberne.com">www.theberne.com</a></td>
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<td><strong>Birkbeck College</strong></td>
<td>Dip</td>
<td>University of London</td>
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<td>0854 601 0174 Malet St, WC1E 7HX <a href="http://www.bbk.ac.uk">www.bbk.ac.uk</a></td>
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<td>Marion Gossman <a href="mailto:m.gossman@glyndwr.ac.uk">m.gossman@glyndwr.ac.uk</a> Madi Ruby <a href="mailto:m.ruby@glyndwr.ac.uk">m.ruby@glyndwr.ac.uk</a> 07747761579</td>
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<td>PG Dip</td>
<td>Metanoia/ Middlesex</td>
<td>Counselling young people in the school setting 10 weekend modules over a year</td>
<td>13 North Common Rd, Ealing, W5 2GB</td>
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<td></td>
<td>conversion</td>
<td>University</td>
<td>some extra optional modules to include supervision of counsellors working with young people.</td>
<td><a href="http://www.metanoia.ac.uk">www.metanoia.ac.uk</a></td>
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<td>adult to young person</td>
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<td></td>
<td>Peter Pearce</td>
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<td><a href="mailto:Peter.pearce@metanoia.ac.uk">Peter.pearce@metanoia.ac.uk</a></td>
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<td>07770947431</td>
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<td>Ros Sewell</td>
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<td><a href="mailto:ros@honeyend.com">ros@honeyend.com</a></td>
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<td>07939992527</td>
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<tr>
<td>Newman University College</td>
<td>BA (Hons)</td>
<td>Newman University</td>
<td>Counselling studies and working with children, young people and families.</td>
<td>0121 476 1181</td>
</tr>
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<td>College</td>
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<td>Genners Lane, Bartley Green, Birmingham, B32 3NT</td>
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<td><a href="http://www.newman.ac.uk">www.newman.ac.uk</a></td>
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<td></td>
<td></td>
<td>Alison Rolfe ext 2549</td>
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<td></td>
<td><a href="mailto:a.rolfe@newman.ac.uk">a.rolfe@newman.ac.uk</a></td>
</tr>
<tr>
<td>Northern Guild</td>
<td>Dip</td>
<td>University of Wales/UKCP</td>
<td>Psychotherapeutic counselling (children and young people)</td>
<td>0191 209 8383</td>
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<td>83, Jesmond Rd, Newcastle, NE2 1NH</td>
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<td><a href="http://www.northernguild.org">www.northernguild.org</a></td>
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<tr>
<td></td>
<td>Dip</td>
<td>University of</td>
<td>Psychotherapy (children and young people)</td>
<td>0115 951 5151</td>
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<td>Wales/UKCP</td>
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<td>Kingsmeadow Campus, Nottingham, NG7 2NK</td>
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<tr>
<td></td>
<td>Dip – post qualifying</td>
<td></td>
<td>Post qualifyfing dip In counselling (children and young people)</td>
<td>Belinda Harris 01159514458</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td><a href="mailto:belinda.harris@nottingham.ac.uk">belinda.harris@nottingham.ac.uk</a></td>
</tr>
<tr>
<td>Nottingham University</td>
<td>MA</td>
<td>Nottingham University</td>
<td>Counselling children and young people Post Graduate – 2 modules practice route and placement route</td>
<td>0207 923 5558</td>
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<td>13/14 Angel Gate, 326 City Road, ECIV 2PT</td>
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<tr>
<td></td>
<td>MA</td>
<td>University of East London</td>
<td>MA Counselling children and young people</td>
<td>07912097409</td>
</tr>
<tr>
<td>The Place2Be</td>
<td>Cert level 2</td>
<td>CPCAB</td>
<td>Counselling skills for working with children</td>
<td>0207 923 5558</td>
</tr>
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<td>13/14 Angel Gate, 326 City Road, ECIV 2PT</td>
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<tr>
<td></td>
<td>Cert level 3</td>
<td>CPCAB</td>
<td>Foundation in counselling skills for working with children</td>
<td>Nicky Cooper</td>
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<td><a href="http://www.place2be.org.uk">www.place2be.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>Dip/MA</td>
<td>University of East London</td>
<td>Counselling children in schools</td>
<td>Dave Exall 07912097409</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Awarding body</td>
<td>Course title</td>
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<tr>
<td>Anglia Ruskin / Renew Counselling Training</td>
<td>Dip (HE) Counselling (Child and Adolescent)</td>
<td>Anglia Ruskin University</td>
<td>This is a 4 year part-time course. Students take a clinical placement in the 3rd and 4th years.</td>
<td>Renew Training Sadlers House, 2 Legg Street, Chelmsford, Essex CM1 1AH&lt;br&gt;Course Administrator Joan 01245 264348 <a href="mailto:training@renew-us.org">training@renew-us.org</a>&lt;br&gt;Head of Training Ani de la Prida <a href="mailto:ani@renew-us.org">ani@renew-us.org</a></td>
</tr>
<tr>
<td>Simpson House</td>
<td>Cert</td>
<td>Middlesex University/COSCA</td>
<td>Counselling skills – children and young people</td>
<td>0131 225 1054 52 Queen St, Edinburgh, EH2 3NS&lt;br&gt;www.simpson-house.org.uk&lt;br&gt;Lesley Orr 0131 220 1054 <a href="mailto:lesley.orr@crossreach.org.uk">lesley.orr@crossreach.org.uk</a>&lt;br&gt;Glen Liddel, Manager Catherine Porter, Rachel Hudson, Tutors</td>
</tr>
<tr>
<td>University of Cambridge</td>
<td>Post Graduate Dip leading to MEd</td>
<td>University of Cambridge /BACP</td>
<td>Child and adolescent psychotherapeutic counselling 4 year training Dip and MEd experiential and theory.</td>
<td>01223 767600 184 Hills Rd, Cambridge, CB2 8PR&lt;br&gt;www.educ.cam.ac.uk&lt;br&gt;Carol Holliday 01223767609 <a href="mailto:Cah66@hermes.cam.ac.uk">Cah66@hermes.cam.ac.uk</a></td>
</tr>
<tr>
<td>University of Central Lancashire</td>
<td>Post graduate – 20 credits</td>
<td>University of Central Lancashire</td>
<td>Therapeutic work with children and adolescents (Not a counselling course but a theoretical course for people working or wanting to work with young people across a broad range of areas, social work, teaching etc.)</td>
<td>0177772 201201 UCLAN, Preston, Lancs, PR1 2HE&lt;br&gt;www.uclan.ac.uk</td>
</tr>
<tr>
<td>Name</td>
<td>Qualification</td>
<td>Awarding body</td>
<td>Course title</td>
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</table>
| University of East London   | Cert          | University of East London         | Emotional factors in learning and teaching (counselling aspects in education) | 0208 8223 3000  
4–6 University way E16 2RD  
www.uel.ac.uk                                         |
|                             | Dip           |                                    | Emotional factors in learning and teaching (counselling aspects in education) | A Tavistock institute course – accred by UEL not taught by them                        |
|                             | MA            |                                    | Emotional factors in learning and teaching (counselling aspects in education) | A Tavistock institute course – accred by UEL not taught by them                        |
|                             | PGDip         |                                    | Counselling in educational settings                                          | A Tavistock institute course – accred by UEL not taught by them                        |
|                             | BA            |                                    | Counselling and mentoring youth and community work                            | Not a counselling course                                                              |
|                             | BSc           |                                    | Counselling and mentoring youth and community work                            | Not a counselling course                                                              |
|                             | MA            |                                    | Counselling children in schools                                              | A Place2Be course, accredited by UEL                                                  |
| University of Wales         | BA            | University of Wales                | Counselling Studies & Youth Justice                                           | 01633 435149  
Caerleon Campus, Lodge Road  
Newport NP18 3QT  
www.wales.ac.uk                                      |
|                             | PG Dip        |                                    | Counselling Children & Young People                                          |                                                                                  |
|                             | MA            |                                    | Counselling Children & Young People                                          |                                                                                  |

Further education (FE) and adult education (AE) institutes

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| Amersham & Wycombe College | CPD Cert for qualified counsellors | Amersham & Wycombe College | Counselling children and young people 10-week course | 01494 585555  
Stanley Hill, Amersham, Bucks, HP7 9HN  
www.amersham.ac.uk                                      |
|                |                |                                   |                                                                                |                                                                                  |
| Bedford College | No qualification | –                                 | Counselling children and young people                                        | 013234 291 000  
Cauldwell St, Bedford, MK42 9AH  
www.bedford.ac.uk                                      |
| The Centre for Personal Development | Dip – post qualifying | AAECC – Association for accrediting and endorsing counselling courses | Counselling children and young people                                         | 0151 521 5322  
2 Bedford Rd, Corner of County Rd, Walton, Liverpool, L4 5PU  
www.counsellingdevelopment.co.uk                      |
<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification</th>
<th>Awarding body</th>
<th>Course title</th>
<th>Contact details</th>
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</table>
| City of Bristol College                   | Advanced Cert level 3 | AQA         | Counselling with children  
This course is part of an AQA level 3  
course Not a counselling course.     | 0117 312 5000  
St Stephen's Rd, Soundwell,  
Bristol, BS16 4RL  
www.cityofbristol.ac.uk  
Kevin Kirwan  
kevinkerwan@cityofbristol.ac.uk |
| Gateshead Council Adult Learning and Skills UK | Level 2  
Certificate | NCFE         | Introduction to counselling children and adolescents  
This is an introductory course.     | 0191 433 8646  
The Dryden Centre, Evistores Rd, Gateshead, NE9 5UR  
www.gateshead.gov.uk  
Christine Foster  
fcfoster@blueyonder.co.uk  
07748160046 |
| Huntingdonshire Regional College          | Level 4  
Higher Prof Dip | City and Guilds | Counselling children and adolescents  
Not a qualifying Dip, a City and Guilds course. Not a counselling course but part of a unit within a course | 01480 379100  
California Rd, Cambridgeshire,  
PE29 1BL  
www.huntingdon.ac.uk |
| Iron Mill Institute                       | Dip – post qualifying | Iron Mill Institute | Dip in therapeutic work with children and young people  
Experiential and creative 12-week course. PG Dip for professionals who work with CYP not necessarily counsellors. | 01392 219200  
Ironmill.co.uk  
Hems Studio 86 Longbrook St, Exeter, Devon, EX4 6AP  
www.ironmill.co.uk  
Jan Cavell  
jan@ironmill.info  
David Neale  
david@ironmill.info  
01392 219200 |
| Lakes College, West Cumbria               | Cert level 3 | NCFE         | Counselling children and adolescents     | 01946 839300  
Hallwood Rd, Lillyhall Business Park, Cumbria CA14 4JN  
www.lcwc.ac.uk |
| Lancashire Adult Learning                 | No qualification | –            | Counselling skills working with adolescents     | 0845 600 1331  
West house, PO Box 61,  
County Hall, Preston, PR1 8RJ  
www.lancashire.gov.uk/education |
<table>
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<tr>
<th>Name</th>
<th>Qualification</th>
<th>Awarding body</th>
<th>Course title</th>
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<tbody>
<tr>
<td>Northern Regional College</td>
<td>Cert level 2</td>
<td>CPCAB</td>
<td>Counselling skills – working with young people</td>
<td>0208 2563 6221&lt;br&gt;Various campuses, Ballymena Campus, Ballymena, BT43 7BN&lt;br&gt;www.nrc.ac.uk&lt;br&gt;Elizabeth Carey&lt;br&gt;<a href="mailto:elizabeth.carey@nrc.ac.uk">elizabeth.carey@nrc.ac.uk</a></td>
</tr>
<tr>
<td>Southern Regional College</td>
<td>HNC unit</td>
<td>Southern Regional College</td>
<td>Counselling young people&lt;br&gt;This is a component of the HNC award for professionals working with CYP – not a counselling course.</td>
<td>02837522205&lt;br&gt;Amagh, BT61 7HN&lt;br&gt;www.src.ac.uk&lt;br&gt;Maggie Grant&lt;br&gt;077725 200065</td>
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<tr>
<td>Charities and service providers</td>
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<tr>
<td>Basingstoke Counselling Service</td>
<td>Cert</td>
<td>Basingstoke Counselling Service</td>
<td>Working therapeutically with young people</td>
<td>01256 843125&lt;br&gt;Goldings, London Rd, Basingstoke, RG21 4AN&lt;br&gt;www.basingstokecounselling.org.uk&lt;br&gt;Head of training, Tracy Busbridge&lt;br&gt;0118 981 9834&lt;br&gt;<a href="mailto:info@basingstokecounselling.org">info@basingstokecounselling.org</a></td>
</tr>
<tr>
<td>Casy (Counselling and Support for Young People)</td>
<td>In house training</td>
<td>CPD</td>
<td>Training for counsellors working on placements with the service</td>
<td>07967 536605&lt;br&gt;Office 16, London Rd, Newark, Notts, NG24 1TW&lt;br&gt;www.casy.org.uk&lt;br&gt;Frankie Musgrove&lt;br&gt;<a href="mailto:f.musgrove@btinternet.com">f.musgrove@btinternet.com</a></td>
</tr>
<tr>
<td>Dartmoor Centre for Counselling and psychotherapy CIC ‘Safe Space’</td>
<td>Dip – post qualifying</td>
<td></td>
<td>Professional diploma children and young people</td>
<td>01803887744&lt;br&gt;Space, Mermaid House, Dolphin St, Colyton Devon, EX24 6NH&lt;br&gt;www.dartmoorcounselling.org</td>
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<tr>
<td>Dialogue Centre</td>
<td>Dip – post qualifying</td>
<td></td>
<td>Child, adolescent and adult psychotherapy and supervision</td>
<td>01273 320500&lt;br&gt;24 Windlesham Rd, Brighton, E Sussex, BN1 3AG&lt;br&gt;www.dialoguecentre.org.uk</td>
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<td>Name</td>
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<td>Awarding body</td>
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<tr>
<td>Playing Matters</td>
<td>CPD for qualified counsellors</td>
<td>Playing Matters</td>
<td>Various CPD courses for counselling with children and young people</td>
<td>01959532 535</td>
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<td></td>
<td>Scotts Lodge, Cudham Lane South, Knockholt, Kent TN14 7M4</td>
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<td><a href="http://www.playingmatters.co.uk">www.playingmatters.co.uk</a></td>
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<td>Brenda Meldrum</td>
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<td><a href="mailto:brenda.meldrum@btinternet.com">brenda.meldrum@btinternet.com</a></td>
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<td>Children Matter</td>
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<td>A course run over 3 weekends. Post qualifying course</td>
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<td>Looks at child development; attachment theory; strategies for working with children.</td>
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<tr>
<td>Youth Access</td>
<td>Cert – post qualifying</td>
<td>Youth Access</td>
<td>An introduction to counselling young people</td>
<td>0208 772 9900 ext 26</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>A range of courses and supervision for counsellors working with young people.</td>
<td>1–2 Taylors Wood, 67 Alderbrook Rd, SW12 8AD</td>
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<tr>
<td></td>
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<td>17 modules which include supervision.</td>
<td><a href="http://youthaccess.org.uk">http://youthaccess.org.uk</a></td>
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<td></td>
<td>Barbara Rayment</td>
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<td><a href="mailto:Barbara@youthaccess.org.uk">Barbara@youthaccess.org.uk</a></td>
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<tr>
<td>Private providers</td>
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<tr>
<td>KRCS (Kathy Raffles Counselling Service)</td>
<td>CPD</td>
<td>National Counselling Society</td>
<td>Supervising Counsellors working with Children and Young People</td>
<td>01823 253141</td>
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<td>3-day CPD, workshop for post qualified supervisors, supervising counsellors working with children and young people.</td>
<td><a href="http://www.krcs.uk.com">www.krcs.uk.com</a></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td><a href="mailto:kathyraffles@krcs.uk.com">kathyraffles@krcs.uk.com</a></td>
</tr>
<tr>
<td>PCI College</td>
<td>Post graduate Cert</td>
<td>PCI College</td>
<td>Child and adolescent counselling and psychotherapy</td>
<td>353 (0) 1464 2268</td>
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<td>Coring House, Old Ness Rd, Dublin, 22</td>
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<td><a href="http://www.pcicollege.ie">www.pcicollege.ie</a></td>
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<tr>
<td>Distance learning</td>
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<tr>
<td>Distance Learning Centre</td>
<td>Cert Level 3</td>
<td>NCFE</td>
<td>Counselling children and adolescents</td>
<td>045 129 7235</td>
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<td><a href="http://www.distance-learning-centre.co.uk">www.distance-learning-centre.co.uk</a></td>
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<tr>
<td>eDistance Learning</td>
<td>Dip level 3</td>
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<td>Child and adolescent counselling</td>
<td>0844 357 1110</td>
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<td>Suite 108, 22 Turnbull St, Glasgow, G1 5PR</td>
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<td>E-Learning Centre</td>
<td>Cert level 3</td>
<td>NCFE</td>
<td>Counselling children and adolescents</td>
<td>0845 129 7238</td>
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<td>4 Coaley Lane, Newbottle, Houghton Le Spring</td>
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<td><a href="http://www.e-learningcentre.co.uk">www.e-learningcentre.co.uk</a></td>
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<tr>
<td>EZ Learning</td>
<td>Cert level 3</td>
<td>NCFE</td>
<td>Child and adolescent counselling</td>
<td>01302 391513</td>
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<td>19 Somersby Avenue, Sprotborough, Doncaster, DN5 8DH</td>
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<td><a href="http://www.ezlearning.co.uk">www.ezlearning.co.uk</a></td>
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<td>Name</td>
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<td>Awarding body</td>
<td>Course title</td>
<td>Contact details</td>
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<tr>
<td>Home Learning</td>
<td>Cert level 4</td>
<td>NCFE</td>
<td>Counselling children and adolescents</td>
<td>0800 0131030 4 Copthall House, Station Square, Meridian, Coventry <a href="http://www.ukopencollege.co.uk">www.ukopencollege.co.uk</a></td>
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<tr>
<td>International UK</td>
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<tr>
<td>Institute of</td>
<td>Dip</td>
<td>Institute of</td>
<td>Youth counselling</td>
<td>0141 204 2230 Enoch Square, Glasgow, G1 4DH</td>
</tr>
<tr>
<td>Counselling IC</td>
<td></td>
<td>Counselling IC</td>
<td></td>
<td><a href="http://www.instituteofcounselling.org.uk">www.instituteofcounselling.org.uk</a></td>
</tr>
<tr>
<td>Learning Curve</td>
<td>CPD Cert</td>
<td>ODLQC</td>
<td>Counselling children and young people</td>
<td>01896860661 Leader Cottage Nether Blainslie, Galashiels TD1 2PK <a href="http://www.learning-curve.org">www.learning-curve.org</a></td>
</tr>
<tr>
<td>Home Study Centre</td>
<td></td>
<td>Open &amp; Distance Learning Quality Council</td>
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<tr>
<td>Borders Connect</td>
<td>Dip Level 3</td>
<td>OLOA</td>
<td>Child and adolescent counselling</td>
<td>08456 123823 PO BOX 230, Diss IP22 ITA <a href="http://www.icslearn.co.uk">www.icslearn.co.uk</a></td>
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<td>Learning at Home</td>
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<td>NCC Home Learning</td>
<td>Dip level 3</td>
<td></td>
<td>Child and adolescent counselling</td>
<td>080 0970 2522 The Woodside Centre, Eccleston, WA10 5QJ <a href="http://www.ncchomelearning.co.uk">www.ncchomelearning.co.uk</a></td>
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<tr>
<td>Stonebridge Associated</td>
<td>Cert level 4</td>
<td>NCFE</td>
<td>Counselling children and adolescents</td>
<td>01288 356300 Stonebridge House, Ocean View Road, Cornwall, EX23 8ST <a href="http://www.stonebridge.uk.com">www.stonebridge.uk.com</a></td>
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<td>Colleges</td>
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<tr>
<td>Social Care College</td>
<td>Dip Level 4</td>
<td>NCFE</td>
<td>Counselling children and adolescents</td>
<td>0844 357 9408 <a href="http://www.socialcarecollege.com">www.socialcarecollege.com</a></td>
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<tr>
<td>UK Open Learning</td>
<td>Cert level 3</td>
<td>NCFE</td>
<td>Child and adolescent counselling</td>
<td>0800 043 4288 69 Lowther St, Whitehaven, Cumbria, CA28 7AD <a href="http://www.uk-open-learning.com">www.uk-open-learning.com</a></td>
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<tr>
<td>UK College of Holistic Learning</td>
<td>Cert</td>
<td>UK College of Holistic Learning</td>
<td>Child and adolescent counselling skills</td>
<td>07005 801 528 27 Old Gloucester St, WC1N 3AH <a href="http://www.ukcollege-holistic.co.uk">www.ukcollege-holistic.co.uk</a></td>
</tr>
</tbody>
</table>
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