

COSCA TRAINER ACCREDITATION

GUIDELINES & CRITERIA

Transferring from Certificate to Diploma Level

Please refer to www.cosca.org.uk – Accreditation – Trainer for the Application to Transfer from Certificate to Diploma Level Trainer Accreditation. Applicants are required to use the current Guidelines and Application Forms

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PART 1: INTRODUCTION

COSCA, 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 and users of counselling skills 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.

COSCA accredits trainers at counselling skills certificate and counselling diploma level. This set of guidelines and criteria are for trainers who are currently accredited at Certificate Level, who wish to transfer to Diploma Level of Accreditation.

To help you decide whether you are eligible to apply for Diploma Level Accreditation you can firstly look below at the core counselling/counselling skills qualifications you will need to apply for accreditation.

Applicants for accreditation at counselling diploma level need a diploma in counselling or its equivalence i.e. 400 hours training in counselling and must hold Practitioner or Accredited Counsellor/Psychotherapist Membership of COSCA.

An application for diploma accreditation is required and is available on www.cosca.org.uk – Accreditation – Trainers.

If your accreditation at Certificate Level has lapsed for more than two years you will need to re-submit the sections in the Application Form on both professional development and trainer qualifications.

Training experience offered in evidence need not be exclusively counselling training, but should be concerned with training in personal and human services. The range of settings in which the training has been carried out can be extensive, e.g. health, education, social work, voluntary organisation, community education, and can be from formal and informal settings.

If you need clarification 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 appropriate 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. If the submission date falls on a Saturday or Sunday, the application needs to be submitted on the Friday beforehand.

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

COSCA looks forward to receiving your application and welcoming you as a COSCA Accredited Trainer at Diploma Level.

PART II: CRITERIA AND EVIDENCE

2.1 Membership of COSCA

2.1.1 Criteria

Applicants must hold Practitioner or Accredited Counsellor/Psychotherapist Membership of COSCA

2.1.2 Evidence

State COSCA Practitioner or Accredited Counsellor/Psychotherapist Membership number on the Application Form. (See **Appendix A** in the Application Form: **Application Elements Checklist**.)

2.2 Application Form

2.2.1 Criteria

Applicants must complete and submit a completed Trainer Accreditation Application Form for transferring from Certificate to Counselling Diploma Level.

2.2.2 Evidence

Submit a completed Trainer Accreditation Application Form.

2.3 Counselling Qualifications

2.3.1 Criteria

Applicants must have a COSCA diploma in counselling or equivalent and be a Practitioner Member or an Accredited Member of COSCA. You are encouraged, but not required, to hold accreditation as a counsellor/psychotherapist from COSCA or another appropriate professional body. (See Appendix 1 in this document: List of Other Appropriate Awarding Bodies.)

Please note: that equivalence to COSCA accreditation as a counsellor, agreed by the Trainer Accreditation Panel, will be for the purpose of Trainer Accreditation only and is not transferable to other accreditation systems within COSCA.

2.3.2 Evidence

COSCA diploma in counselling or equivalent and Practitioner or Accredited Membership of COSCA. All applicants are required to submit a statement from their counselling supervisor testifying that they are currently practising as a counsellor/psychotherapist.

2.4 Counselling Training Experience: Trainers Delivering Diploma Courses in Counselling

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 initial validation by 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 evidence that you carried out all of the nine elements listed below, five of which must meet the minimum number of required hours within the context of a COSCA validated diploma. 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 number of hours required for the above core five elements by 10% you can carry over excess hours from one or more of the other core five elements to supplement the short-fall.

A typical diploma course of say 450 tutor contact hours given 120 Credit Accumulation and Transfer Scheme (CAT's) points in the University system anticipates around 1200 hours of work for the student. In stating your hours of involvement with a course, you are expected to include hours other than those contact hours.

The hours stated for each element below are based on a tutor's contact hours with participants and hours of researching, reviewing, preparation, marking, consultation out-with the course and administration, for example.

For each element, you are required to demonstrate evidence of yourself as a reflective trainer by providing no more than 2 examples of how your training practice meets the element, outlining 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 strengths as a trainer and of your identified areas for development.

1. Writing, reviewing, adapting and preparing delivery of the course content (Including selection of the syllabus) (178 hours)

Please reflect on any involvement you have in the ongoing review and adaptation of the Diploma course. This must include:

- Identifying, researching and implementing areas for addition/amendment to the course, and any methods/resources utilised responsive to the needs of participants and the wider needs of the course, in continuing to providing effective, relevant and modern counselling training. It may also include writing of the original Diploma level programme (where appropriate).

2. Teaching theory (in 'classroom' conditions) (45 hours)-

Please reflect on your involvement in delivering the theoretical input of your course.

You must consider:

- Any associated delivery methods and resources you have utilised responsive to your participants' needs/ the needs of the course as of a whole e.g., to deliver counselling training in line with its stated theoretical approach and respective to the integration of the above theory(s) in counselling practice and the therapeutic alliance.

3. Leading skills training sessions (e.g., Triads) (60 hours)

Please reflect on:

- Your involvement of leading skills training on your course. Your specific role and experiences of facilitating the opportunity for participants to practise and develop their counselling skills throughout the course.

You must consider any function you have had in providing feedback on individual participants' counselling skills and any challenges in response to this feedback.

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

Please reflect on your experience of delivering individual and group tutoring sessions to participants on your course, such as supporting those may have difficulties with written assignments.

You must reflect on how you mark student assignments in line with course assessment requirements and offer feedback that is supportive to progressive participant development.

5. Delivering group counselling supervision with one or more cohorts of participants and co-ordinating counselling supervisors for participants (150 hours)

Delivering Group Counselling Supervision-

Please reflect on any involvement you have had in delivering group counselling supervision. You must reflect on your experiences of managing the needs of the group/ the group process as a whole, and of its function towards monitoring and supporting its participant's development as reflective practitioners.

Where you have not delivered specific group counselling supervision you must reflect on:

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

Coordinating Counselling Supervisors-

Please reflect on any experience you have had of coordinating supervision for course participants, ensuring to consider its function in monitoring participant's client work, progress and development. You could also reflect on any experiences in relation to communication with participants' supervisors.

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.

6. Co-ordinating or organising placements and relating to managers (50 hours)

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This must include direct experience of placement coordination or other related participation you have had in placement processes.

For instance:

- Any involvement as a course trainer in the fitness to practice process.
- Supporting participants with regards to their placement experience.
- Documenting any involvement in the monitoring of the impact of placements in the training room and in relation to participant's overall progress and development.
- Advising and working with managers of placements about the requirements of the placement

7. Co-ordinating experiential groups which are an integral part of the course (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.

You must consider:

- The function you have undertaken in the group to facilitate this process, the methods and resources used and your experience of the group process as a whole. Your understanding of how the group process supports your participant's development of self-awareness in relation to others.

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.

You must consider:

- The ways in which you communicate the assessment framework to participants. How you execute the above framework in line with the appropriate learning outcomes/modules and overall aims of your course. Any challenges you have faced in relation to this and how you have addressed these challenges.

You may also consider, for example:

- summarising what you have done under elements 4 and 9, and then give an overview of all the additional formal assessment you have done of participants' written and practical work. This could include case studies, presentations, skills practice sessions etc.
- if you cross mark a percentage of the assignments, you could include this here. If you use a formal assessment tool to measure competencies of the participants, you could consider this here and also allocate time for using it.
- including the time taken to discuss the aspects of formal assessment procedure with your participants, and if you use an exercise to do this you could also include here the time it takes to deliver it.

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.

You must reflect on your experience of the specific means of feedback you have utilised throughout the course.

You must consider any challenges you have faced in response to this feedback and how you addressed this.

You can include discussion sessions around journal articles, research publications etc. relevant to participants' personal and professional development

You can also include any hours spent on sharing informal information relating to topical and current issues relevant to participants' personal and professional development

2.4.2 Criteria

You must provide a reflective statement (no more than 500 words) on the formal and informal support you receive as a counselling trainer. You must reflect on the ways in which the formal and informal support you receive has facilitated your delivery and development as a trainer.

2.4.3 Evidence

- Submit the number of hours completed for your selected elements (at least 400 hours for a minimum of five elements is required)
- Provide reflective accounts of your training practice for each of the elements. These must be written in a reflective and exploratory style identifying both strengths and areas for development as a trainer (maximum 300 words per element/using no more than 2 examples per element)
- You must provide a reflective statement (no more than 500 words) on the formal and informal support you receive as a counselling trainer.

See Appendix B in the Application Form: Trainers Delivering Diploma Courses in Counselling: (Diploma Level)

2.5 Counselling Training Experience: Trainers Delivering Specialist Courses (Diploma Level)

2.5.1 Criteria

Applicants must have significant involvement in a validated Specialist Course (or such a course under-going initial validation by COSCA). This involvement must have included a significant number of hours working with one or more cohorts of participants on the Specialist Course over the last five years.

You must evidence that you carried out at least 5 of the nine elements listed below and that you have sufficient experience in them. Evidence of carrying out the above elements can be drawn from the delivery of the Specialist Course and from previous training experience over the last five years.

You must evidence that you have spent at least 400 hours in carrying out the elements below. It should be emphasised that the required 400 hours in respect of carrying out the 9 elements is not only contact hours with students but can be evidenced by non-contact hours. Evidence of spending these hours can be drawn from the delivery of the Specialist Course and from previous training experience over the last five years.

You must state the number of hours spent carrying out each element cited and what you actually did under each element. In stating your hours spent carrying out the above elements, you are expected to include hours other than only contact hours, including, for example, the hours spent on preparation, marking, consultation out-with the course and administration.

For at least 5 of the elements below, you should demonstrate evidence of yourself as a reflective trainer by providing no more than 2 examples of how your training practice meets the element, outlining 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 strengths as a trainer and of your identified areas for development.

1. Writing, reviewing, adapting and preparing delivery of the course content (Including selection of the syllabus) (178 hours)

Please reflect on any involvement you have in the ongoing review and adaptation of the Specialist course. This must include:

- Identifying, researching and implementing areas for addition/amendment to the course, and any methods/resources utilised responsive to the needs of participants and the wider needs of the course, in continuing to providing effective, relevant and modern counselling training.

2. Teaching theory (in 'classroom' conditions) (45 hours)-

Please reflect on your involvement in delivering the theoretical input of your course.

You must consider:

- Any associated delivery methods and resources you have utilised responsive to your participants' needs/ the needs of the course as of a whole e.g., to deliver counselling training in line with its stated theoretical approach and respective to the integration of the above theory(s) in counselling practice and the therapeutic alliance.

3. Leading skills training sessions (e.g., Triads) (60 hours)

Please reflect on:

- Your involvement of leading skills training on your course. Your specific role and experiences of facilitating the opportunity for participants to practise and develop their counselling skills throughout the course.

You must consider any function you have had in providing feedback on individual participants' counselling skills and any challenges in response to this feedback.

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

Please reflect on your experience of delivering individual and group tutoring sessions to participants on your course, such as supporting those may have difficulties with written assignments.

You must reflect on how you mark student assignments in line with course assessment requirements and offer feedback that is supportive to progressive participant development.

5. Delivering group counselling supervision with one or more cohorts of participants and co-ordinating counselling supervisors for participants (150 hours)

Delivering Group Counselling Supervision-

Please reflect on any involvement you have had in delivering group counselling supervision. You must reflect on your experiences of managing the needs of the group/ the group process as a whole, and of its function towards monitoring and supporting its participant's development as reflective practitioners.

Where you have not delivered specific group counselling supervision you must reflect on:

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

Coordinating Counselling Supervisors-

Please reflect on any experience you have had of coordinating supervision for course participants, ensuring to consider its function in monitoring participants client work, progress and development. You could also reflect on any experiences in relation to communication with participants' supervisors.

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.

6. Co-ordinating or organising placements and relating to managers (50 hours)

This must include direct experience of placement coordination or other related participation you have had in placement processes.

For instance:

- Any involvement as a course trainer in the fitness to practice process.
- Supporting participants with regards to their placement experience.
- Documenting any involvement in the monitoring of the impact of placements in the training room and in relation to participants overall progress and development.
- Advising and working with managers of placements about the requirements of the placement

7. Co-ordinating experiential groups which are an integral part of the course (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.

You must consider:

- The function you have undertaken in the group to facilitate this process, the methods and resources used and your experience of the group process as a whole. Your understanding of how the group process supports your participants development of self-awareness in relation to others.

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.

You must consider:

- The ways in which you communicate the assessment framework to participants. How you execute the above framework in line with the appropriate learning outcomes/modules and overall aims of your course. Any challenges you have faced in relation to this and how you have addressed these challenges.

You may also consider, for example:

- summarising what you have done under elements 4 and 9, and then give an overview of all the additional formal assessment you have done of participants' written and practical work. This could include case studies, presentations, skills practice sessions etc.
- if you cross mark a percentage of the assignments, you could include this here. If you use a formal assessment tool to measure competencies of the participants, you could consider this here and also allocate time for using it.
- including the time taken to discuss the aspects of formal assessment procedure with your participants, and if you use an exercise to do this you could also include here the time it takes to deliver it.

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.

You must reflect on your experience of the specific means of feedback you have utilised throughout the course.

You must consider any challenges you have faced in response to this feedback and how you addressed this.

You can include discussion sessions around journal articles, research publications etc. relevant to participants' personal and professional development

You can also include any hours spent on sharing informal information relating to topical and current issues relevant to participants' personal and professional development

2.5.2 Criteria

You must provide a reflective statement (no more than 500 words) on the formal and informal support you receive as a counselling trainer. You must reflect on the ways in which the formal and informal support you receive has facilitated your delivery and development as a trainer.

2.5.3 Evidence

- Submit the number of hours completed for your selected elements (at least 400 hours for a minimum of five elements is required)
- Provide reflective accounts of your training practice for at least five of the elements. These must be written in a reflective and exploratory style identifying both strengths and areas for development as a trainer (maximum 300 words per element/using no more than 2 examples per element)
- You must provide a reflective statement (no more than 500 words) on the formal and informal support you receive as a counselling trainer.

See Appendix C in the Application Form: Trainers Delivering Specialist Courses (Diploma Level)

2.6 Professional Development Application Form

If applicants are currently COSCA accredited as a trainer at Certificate Level, please omit this section. Please state in the application form that your accreditation at Certificate Level is currently valid. If applicants' trainer accreditation at Certificate has lapsed, this section needs to be submitted.

Applicants must show the relationship between continuing professional development undertaken over the past two years and the trainer's role.

2.6.1 Criteria

Applicants must show the relationship between continuing professional development undertaken over the past two years and the trainer's role.

2.6.2 Evidence

- Records attendance at a minimum of one COSCA trainers' events or equivalent in the past two years
- Submits an account of a minimum of 3 days (18 hours) of continuing professional development in each of the two years (please complete Appendix D in the Application Form: Professional Development).
- Submits a reflective statement (400-500 words) showing the relationship of continuing professional development to your trainer's role. Please select a minimum of 2, but no more than 3 examples of recent CPD undertaken. You must ensure to clearly identify and reflect upon any impact of the chosen CPD towards your delivery and development as a trainer.

2.7 Supervision of Training Practice

2.7.1 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. For trainers delivering specialist courses (diploma level), not less than 8 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.

2.7.2 Evidence

- States the one-to-one, group or peer arrangements for supervisors and the name of an individual supervisor.
- Please state the number of hours of supervision received within the last 2 years. Applicants should note that all hours of group or peer supervision may be offered without division by group numbers
- Please provide a brief reflective statement (no more than 300 words) on the benefits of your training practice supervision.

2.8 Trainer Qualifications

If applicants are currently COSCA accredited as a trainer at Certificate Level, please omit this section.

If applicants' trainer accreditation at Certificate Level has lapsed for more than two years they will be required to submit this section.

2.8.1 Criteria

Applicants must be skilled and experienced trainers.

2.8.2 Evidence

- Demonstrates successful completion of the trainer qualifications outlined in Appendix 2 in these Guidelines for Applicants (**see Appendix 2** in this document: Trainer Qualifications).

Or

- Submit copies of alternative trainer qualifications. Please see **Appendix 3** in this document: Alternative Trainer Qualifications for the list of alternative qualifications.

PART III: ACCREDITATION PROCEDURES

3.1 Verification of the Application

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

3.2 Submission of the Application

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. If the submission date falls on a Saturday or Sunday, the application needs to be submitted on the Friday beforehand.

3.3 Accreditation Fee

The fee for COSCA Trainer Accreditation (Counselling Diploma Level) and the fee for transferring from COSCA Accreditation at Counselling Skills Level to Diploma Level can be found on www.cosca.org.uk - Costings.

3.4 Consideration of Applications, Outcomes and Notification to Applicants

A Trainer Accreditation Panel appointed by COSCA will consider applications.

The Panel will have 4 options:

- 1. Accreditation**
- 2. Conditional accreditation pending requirements being met**
- 3. Referral back to applicant with requirements for re-submission**
- 4. 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 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).

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/counselling skills trainers.

3.7 Annual Renewal of Accreditation

As a professional responsibility to assure the public of trainers' continued fitness to practice, COSCA annually renews the accreditation of trainers.

Please submit the **Application for Annual Renewal of COSCA Trainer Accreditation Training Record** annually with your COSCA membership renewal. This record covers activities carried out in your previous year of COSCA Accreditation.

3.8 Accreditation Fee

The fee for application to transfer from Certificate Level to Diploma Level Trainer Accreditation can be found on www.cosca.org.uk – Costings.

PART IV: APPENDICES

APPENDIX 1: LIST OF OTHER APPROPRIATE AWARDING BODIES

Recognition of the counsellor/psychotherapist accreditation awarded by other appropriate professional bodies listed below is for the purpose of Trainer Accreditation only and is not transferable to counsellor accreditation.

- Association of Child Psychotherapists
- Association of Christian Counsellors
- British Association for Behavioural and Cognitive Psychotherapists
- British Association for Counselling and Psychotherapy
- British Association for Sexual and Relationship Therapy
- British Association for the Person-Centred Approach
- British Confederation of Psychotherapists
- British Infertility Counselling Association
- British Psychological Society
- COSCA (Counselling and Psychotherapy in Scotland)
- Counsellors in Primary Care
- Employment NTO
- Federation of Drug & Alcohol Professionals
- Irish Association for Counselling and Psychotherapy
- Play Therapy UK
- Qualifications and Curriculum Authority
- Royal College of Psychiatrists
- Tavistock Society of Psychotherapists and Allied Professionals
- UK Association of Humanistic Psychology Practitioners
- UK Council for Psychotherapy

APPENDIX 2: TRAINER QUALIFICATIONS

The following qualification(s) are required to be undertaken:

- SQA Higher National Certificate (HNC): Learning and Development (G7VO 15)

or

- SQA Professional Development Award (PDA): Diploma in Training and Development for Delivery to Groups (GL16 47)

Or all of the following:

- Unit A1 Assessor Award
- Unit L9 Create a Climate that Promotes Learning
- Unit L10 Enable learning through presentation and instruction
- Unit L13 Enable Group Learning

OTHER ACCEPTABLE QUALIFICATIONS (NO LONGER CURRENTLY AVAILABLE)

a) SQA Certificate for Training Practice

The following Modules are **all** required to be undertaken:

- ✓ Module 6190325 **or** EE6W12 Introduction to Trainers Role
- ✓ Module 6191335 **or** EE7012 Identification of Individual Learning Needs
- ✓ Module 6190345 **or** EE6Y12 Plan, Prepare and Deliver Training Sessions
- ✓ Module 6190355 **or** EE6T12 Assess Candidate Competence

Or

b) SQA - SVQ Level III in Training and Development

The following Units are **all** required to be undertaken:

- ✓ Unit D32 Assess Candidate Performance
- Or**
- ✓ Unit D33 Assess Candidate Performance using Diverse Evidence
 - ✓ Unit C23 Facilitate Learning in Groups through Presentations & Activities
- Or**
- ✓ Unit C24 Facilitate Learning in Groups through Demonstrations & Instruction
 - ✓ Unit C21 Create a Climate Conducive to Learning

APPENDIX 3: ALTERNATIVE TRAINER QUALIFICATIONS

COSCA recognises professional training/teaching awards and qualifications not contained in **Appendix 2** of this document: **Trainer Qualifications** above. The recognised alternative qualifications are listed below. Recognition of these qualifications is for the purpose of trainer accreditation only and is not transferable to counsellor accreditation. The list below will be subject to regular review. The most recent information can be obtained from COSCA's Development Officer (Individuals/Courses)

Where an Applicant is offering alternative qualifications, which are not contained in the list below, he/she must supply evidence that his/her qualifications meet the required standard of training for trainers.

Applicants should provide copies of their alternative qualifications.

- Qualified teacher status within primary, secondary and tertiary sectors
- Social Work Practice Teaching Award/Professional Development Award in Practice Learning (Social Services) at SCQF Level 10
- Official trainer status within an organisation, which is a constituent of UKCP
- Adult education and community education qualifications
- Ministry of Defence Training for Trainers Qualification
- Fellow of Higher Education Academy (FHEA)
- PDA Teaching Practice in Scotland's Colleges at SCQF Level 9
- PDA Advanced Diploma in Teaching in Further Education: An Introduction (SCQF Level 9)
- PDA Advanced Diploma in Teaching in Further Education (SCQF Level 9)
- PG Cert. Learning, Teaching and Assessment Practice in HE.