

Clinical Placement Handbook 2025 - 2026

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Welcome

Welcome to our Clinical Placement Handbook and to the placement service at the Metanoia Institute. The Clinical Placement Handbook is designed to give you information on the placement process and on the range of requirements for gaining a placement. It also provides suggestions on how to find a suitable placement and includes information on the forms that need to be completed once you have found your placement.

Our team consists of Roz, Katarzyna and Martin. Roz is the Clinical Manager, Katarzyna takes the lead on enquiries relating to Mental Health Familiarisation placements, and Martin oversees external clinical placements (including placements for DC Psych students).

We will be working with you to keep the placements database up-to-date, offering you information about placement opportunities, and liaising with potential placements to ensure that both placement needs and the needs of Metanoia trainees can be met in ways that enhance learning and offer the best service possible to clients.

We welcome any questions, comments, ideas, and feedback on your placement experience, so please get in touch. One of us is available every weekday and the best way to contact us is via email at placements@metanoia.ac.uk (for clinical placement enquiries).

We look forward to working with you,
Roz, Katarzyna and Martin

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Introduction to Placements

Training as a counsellor/psychotherapist/counselling psychologist requires gaining a substantial amount of practical experience in the field alongside the theoretical learning and personal development. Over the course of your training, you will need to build up clinical hours, seeing clients one-to-one, as part of the process of gaining accreditation or registration as a counsellor/psychotherapist/ counselling psychologist. This generally means finding a voluntary placement in an organisation that provides counselling/psychotherapy services and is willing to support the developmental needs of trainees.

At Metanoia Institute we are committed to assisting our trainees in securing placements that will provide high quality experiences of counselling/psychotherapy in a supportive environment. Working in a variety of placements during training offers a wide range of opportunities to develop skills and knowledge in different settings, to explore various areas of practice, and to think about future directions as a professional practitioner. We have established good relationships with a large number of organisations that provide placements, and we are continually working on developing these relationships.

Most placements are to be found in charities/voluntary sector organisations. These often rely on unpaid voluntary work by trainee counsellors/psychotherapists to deliver their services, co-ordinated by a small number of paid staff. They deliver valuable services (either free or at low cost) for people in the community who would otherwise not be able to access counselling/psychotherapy. Some provide services for all people in their locality, whilst others focus on particular groups in the community (e.g. young people, LGBTQ+, ethnic minorities) or on people with particular experiences or difficulties (e.g. bereavement, substance misuse). Having a placement in settings such as these enables a trainee to gain experience of working with people from diverse backgrounds and with a wide range of emotional and psychological difficulties.

Placements within the NHS are also available, although you may need some clinical experience in order to be considered. Placements in primary care, i.e. counselling in GP surgeries, generally entail time- conscious and time-limited work (usually 6-12 sessions) with clients referred by GPs. Placements in secondary care, i.e. NHS psychotherapy and psychology departments are more difficult to find, although they are likely to be accessible to DC Psych candidates. Some of these services are more open to trainees from different theoretical orientations, and it is certainly worth applying to them when you are more advanced in your training.

Supervised clinical hours

The experience you need as part of your course is counted in the form of 'supervised clinical hours'. These are sessions you have had with clients whilst under supervision. You will need to gain a certain number of supervised clinical hours for each year of your course, adding up to a total number of hours before you complete your training. A breakdown of the hours required by each course can be found in Appendix 3: Hours and supervision requirements for all courses.

The way that clinical hours may be counted differs slightly between the UKCP and BACP:

For students on BACP accredited programmes:

- If your sessions are 50 minutes long, you can claim one clinical hour. If your sessions are shorter or longer than this, count the actual time the sessions are scheduled for. So, if you have multiple sessions of 10 – 15 minutes, these can be combined to make one therapeutic hour (e.g. 15 mins + 15 mins + 20 mins = 50 minutes) but do not count as a therapeutic hour by themselves.
- Assessments, supervision, missed/cancelled sessions are to be excluded from client-hour totals.

For students on UKCP registering programmes:

- Unlike BACP UKCP/ HIPC do not define a “therapeutic hour” as 50 minutes, nor does it say that “any part of a 50-minute session” may be counted as a full hour.
- Each client hour is regarded as an individual contact hour for logging purposes and logs are expected to show the duration of sessions.

Remote work

All students are permitted to gain a percentage of their clinical hours via remote work once they have completed the relevant programme level preparation for OPT (Online and Phone Therapy) and have been individually signed off as ready to practise remotely.

Please check your programme handbook for information about the specific requirements for your course.

Remote / Online Client Work — Placement Hours UKCP and BACP level requirements

- **For our UKCP registering courses:** The majority of supervised practice hours (51%) must be face-to-face (in-room); the remainder can be online video or phone once you are prepared and signed off. Please follow the limits and sign-off process in your programme handbook.
- **BACP:** Placements may be hybrid. The majority of supervised practice hours (51%) must be face-to-face (in-room); the remainder can be online video or phone once you are prepared and signed off. During training, work only with UK-based clients.
- **Text-based asynchronous work does not count.** Ensure supervision covers the same mode(s) and that your supervisor is competent in OPT.
- **Good practice for all students:** Complete the relevant programme mandated OPT training; update your contracts and privacy practices for online work; check insurance cover; and discuss risk/safeguarding and technology failure plans in supervision before starting.

Placement approval

All placements that take Metanoia trainees must first be approved by the Placements team. This enables us to quality check placements and ensure that you are well supported in your clinical work. All our approved placements can be found on our placements database. If you would like to start at a placement that is not on our database, please send us the contact details for that placement. We will then get in touch with the placement directly to ask them to fill in our placement questionnaire which will give us the information we need to approve the placement.

Placement Resources

We have several excellent resources to help you find placements. These can all be found in the placement section of Metanoia's Moodle site.

1) **Placement database**

Contains listings of over 600 placements across the UK. We keep it as up to date as we can, but it's always worth checking information about placements directly with the placement organisations.

2) **Latest placements forum**

When placements contact us who are actively looking for trainee counsellors we post the details of the placement on the latest placement forum. This can be found on the placements page of Moodle.

3) **Placements Team**

If you have any questions, comments, ideas, or feedback on your placement experience, please get in touch with Katarzyna or Martin. They can be reached by email at placements@metanoia.ac.uk or you can phone 0208 832 3080 and ask to be put through to one of them.

Your First Placement

You need to start thinking about placements about 3 months before you intend to start clinical work. Most courses at Metanoia permit you to start working with clients at the end of your first year of training or the beginning of your second year, which would mean that you should start preparing for your first placement halfway through your first year. Some courses encourage students to start seeing clients earlier – please check this with your course and ensure you have approval from your primary tutor before taking on a placement.

At the same time as you begin to research placements, you should also be looking into organising a Metanoia-approved supervisor (see Supervision section below). You can obtain a list of Metanoia-approved supervisors on your course pages of Moodle, or by contacting your academic coordinator. Supervisors can get booked up so it's a good idea to approach them early.

As a first placement you will have two options; you can either apply to Metanoia Counselling and Psychotherapy Service, our in-house placement at Metanoia, or you can search for a placement with an external counselling/psychotherapy organisation.

Metanoia Counselling and Psychotherapy Service (MCPS)

MCPS is our in-house service that provides low-cost counselling and psychotherapy to the general public. We offer first placements to Metanoia students. It is a particularly useful first placement as outside agencies often prefer applicants to have some clinical experience.

MCPS is also a Research Clinic, and students can both build their clinical experience and learn to use standardised evaluation methods as they work with clients. MCPS also sometimes undertakes other practice-based research projects, and these opportunities are advertised internally at Metanoia Institute.

Details about MCPS and the online application form can be found in the [placement section](#) of Metanoia's Moodle site.

External Placements

While most external placements require you to have a minimum level of experience before you apply (generally measured in supervised clinical hours), some placements will take practitioners with little or no prior experience.

You can find an external placement using the placement resources listed above. You are also welcome to find a placement independently. If you choose to do this, you need to ensure that you will be seeing clients one-to-one for counselling/psychotherapy and that you are adequately supervised. You must also make sure that clients will be assessed by a qualified practitioner before being referred to you at the placement. If you find your own placement, please let us know so that we can link the placement organisation with Metanoia and ensure that the placement meets Metanoia's placement requirements. To do this you will need to email placements@metanoia.ac.uk. We are also able to provide you with our criteria for a placement to be approved by Metanoia.

Continuing Placements

You are expected to be in placement throughout your training. Ideally, at least three different placement settings should be experienced over the duration of your course, including both long-term and time-limited work. Once you have some experience you can begin to choose placements to suit your interests. It's a good idea to gain experience with a range of different clients during your

training. You may also want to draw up a placement plan at the start of your training to ensure you make the most of your time by applying for areas that are already of interest; for example, you may be interested in working in prisons or with a particular client group. During your training is the ideal time to gain experience with a range of different clients and settings.

Mental Health Familiarisation Portfolios

All psychotherapy students undertaking a UKCP registering programme (unless they have substantial previous experience of mental health systems and settings) need to gain additional experience and understanding to ensure that they have a familiarity with and understanding of the thinking and clinical methods used in the psychiatric profession and the main mental health delivery systems in Britain. Please see the [Placements page](#) on Moodle for guidance on Mental Health Familiarisation Portfolios.

Choosing and Applying for a Placement

Deciding on which placement to apply to

In the anxiety to find a placement, you might be tempted to apply for ‘anything and everything’ in the hope that something will turn up for you. However, as the application process is time-consuming (for placement organisations as well as for you), it is better to approach it more thoughtfully and apply only to organisations where you think you will be well-suited to the client group, the organisation, and the work. You therefore need to think carefully about your needs and preferences, and ask placement organisations what they require of you, and can offer to you.

Important points to consider might include:

- The client group and/or setting: What prior knowledge/understanding does the organisation expect? Are you genuinely interested in gaining experience with this particular client group?
- Geographical location and times available: Be realistic about what you can commit yourself to undertaking on a regular basis
- Whether they require previous counselling/psychotherapy experience
- Whether your theoretical orientation is supported within the service
- Whether the organisation permits audio-recording of sessions
- How long a commitment you need to make to stay with the organisation
- What other commitments you need to make, e.g. attending meetings, in-house training, etc.

These points and others are included in the Placement Checklist on page 10 of this Handbook. The checklist can be used to help you gather information about potential placements and make your decision about where to apply.

How to apply for a placement

There is competition for placements, and you will need to treat this process as if it were a professional job application.

This means: -

- Researching the organisation: client group, services provided, current issues in that sector
- Thinking about what you have to offer - your skills and experience
- Thinking about what you would like to gain from the placement and how to present this

Important tip: You need to explain why you are interested in gaining experience with a specific client group in a thoughtful and professional way. You will quickly offend potential placements if you say that you are applying for a placement because you 'need the hours'.

Some organisations have their own application form, while others require you to send a CV and letter. If you're sending your CV, it is a good idea to tailor your CV towards the position for which you are applying. You may be required to write a personal statement explaining why you are applying for this placement and what you have to offer. Even if you don't have previous counselling/psychotherapy experience, you probably have other relevant skills and experience.

Think about:

- Relevant life experience
- Relevant work experience and skills
- Other experiences of helping/working with people
- Your reason for choosing this placement
- What you have to offer
- Your interest in this client group

You need to show a reflective attitude in explaining your reasons for applying for a placement, including personal openness and self-awareness. For example, you might be drawn to working with a specific client group/issue due to personal experience; or you might write about what life experiences have led you into training as a psychotherapist; or show how your own experience of therapy has facilitated your personal development.

Placement organisations may require references from your Primary Tutor and/or Primary Supervisor, to confirm that you are a trainee at Metanoia and that you are considered ready to start or to continue seeing clients.

Interviews, selection exercises, and induction programmes

Placement organisations will generally invite you to an interview if they think that your application looks promising. As above, treat the interview as seriously and professionally as you would approach a job interview.

Some organisations hold selection events for a group of trainees from different colleges who have applied to them for placements. This entails giving you more information about the organisation and the expectations of the placement and offering you the opportunity to ask further questions.

Individual interviews might follow from this, and/or a group exercise or a role play situation, so that they get a chance to see you using your skills.

In organisations providing services to specific client groups, you might be required to attend an induction/introductory training programme; to give you some additional information about the particular issues you are likely to encounter. It is a good idea to check the requirements and dates for this at the outset of the application process, since attendance is usually compulsory and these events are sometimes held at weekends, which might conflict with your commitments at Metanoia. Due to financial pressures, some organisations are now charging for attendance at their introductory training programmes, so this is an additional factor to take into consideration.

NHS placements typically take a bit of time before you can begin seeing clients, as firstly the application will need to go through the approval process, and then a period of induction will take place with a thorough training programme in all aspects of the role. You will need to allow time for this before beginning the placement.

Placement Checklist/Details

The following is a checklist to facilitate you in considering and negotiating a placement. You may wish to address some of these issues in your initial contact with a placement organisation and/or during an interview for a placement.

- ☐ Location: How convenient is it for you to make the journey on a weekly basis?
- ☐ Which days and number of hours per week a) are you available b) is a room available? ☐
- ☐ Environment (e.g. counselling room and waiting areas): What might it feel like to be a client here? Can you imagine yourself working in this setting?
- ☐ Safety and security: What arrangements are in place for support in emergencies, e.g. reception cover, policy on lone working (especially during evening working), alarm systems, availability of immediate support?
- ☐ Contact name, role, telephone number and availability for support
- ☐ Setting, e.g. within your current work setting, GP practice, voluntary organisation. Any potential role conflicts if you already have a position within the organisation?
- ☐ Your role within the team: Is the organisation primarily a counselling/psychotherapy service, or does it provide a range of other services? Are placements for counselling/psychotherapy trainees an established part of the organisation, or is this a new development? Are there other trainees on placement?

- ☐ Type of case load: Does the organisation serve a particular client group/issue, or is it more generic? What is the inclusion/exclusion criteria for clients accessing the service? What does the organisation expect of you in terms of prior knowledge/experience of this client group?
- ☐ Availability of appropriate and sufficient clients: Is this suitable as a first placement or do you need some previous experience of counselling/psychotherapy before taking a placement in this organisation? Are clients assessed before being allocated to trainees? What procedures exist if you feel unable to work with a particular client?
- ☐ Number of clients you would be expected to see: How flexible is this? Would you be able to increase or decrease your caseload in response to your own circumstances and needs?
- ☐ Number of sessions: Time-limited or open-ended service? Can you extend the number of sessions beyond the initial contract?
- ☐ Theoretical orientation: Is the organisation sympathetic to the modality in which you are training?
- ☐ Supervision: Does the organisation provide supervision, and if so, what is the format? Is the placement agreeable to you taking client material to a Metanoia Institute Primary Supervisor in addition to the placement supervision?
- ☐ Audio-recording of sessions: Does the organisation permit recording of sessions with clients' permission? If so, what are their procedures to manage this?
- ☐ How long a commitment do you need to make to stay with the organisation?
- ☐ What other commitments do you need to make, e.g. attending meetings, in-house training, etc.?
- ☐ Referral systems
- ☐ Appointments and cancellation systems
- ☐ Which code of ethics does the organisation follow? Do they accept the code under which you are working? (Metanoia Institute, BACP, UKCP, BPS)
- ☐ Liability and Insurance cover: are you covered by their insurance or are you expected to take out your own?
- ☐ ICO Registration (see p. 20)
- ☐ GDPR (see p. 20)

- ☐ Will you be expected to offer remote or face-to-face sessions (or a blended approach)? Does this meet your course requirements regarding working online?

Supervision

Throughout your training at Metanoia, you are required to receive fortnightly clinical supervision as a means of supporting your therapy practice. Each course stipulates a ratio of supervision hours to clinical hours that you will need to maintain (for example, the UKCP requires one supervision hour for every six client hours) – please check your programme handbook for the specific supervision required by your course. Both primary supervision and any supervision you receive in your placement can count towards your supervision hours. Programmes require that you have two supervision sessions before you see your first client.

Metanoia-approved primary supervision

All Metanoia courses, with the exception of DC Psych (see below), require you to have a ‘Metanoia-approved’ primary supervisor in addition to any placement supervision you may receive. Primary supervisors need to meet specific standards set by the Institute and be able to supervise you in the modality in which you are training.

You can obtain the list of Metanoia-approved Primary Supervisors for your programme via your course pages on Moodle or by contacting your Academic Co-ordinator. You will need to make a private arrangement with a Primary Supervisor in addition to attending the supervision provided in your placement. This primary supervision will need to be funded by you.

Placement supervision

Most placements offer trainees supervision as a part of their placement. This supervision is usually group supervision and can be an excellent opportunity to learn from trainees from different organisations and modalities. Placement supervision can count towards the supervision hours required by your course.

Supervision on the DC Psych course

Students training on the DC Psych course do not need to have a separate primary supervisor if the supervision they are receiving on placement meets certain requirements – in these cases the placement supervisor would also count as the student’s primary supervisor (please see your programme handbook for more details about this). If the placement supervisor does not meet the criteria, then you will need an external supervisor. Any external supervision will need to be funded by you, although some placements contribute to help you with this. You will need to make a private arrangement with a Primary Supervisor in addition to attending the supervision provided in your placement.

Adding a supervisor to the approved supervisors list

You are also able to find a supervisor who is not already on the Metanoia list of approved supervisors. If they meet the Metanoia requirements for a supervisor, you are then able to get them

added to the Metanoia list of approved supervisors. Please contact your academic co-ordinator for the requirements.

Placement Paperwork and Process

There are several forms we ask you to complete over the course of your placement. These enable us to monitor the standards of professional practice and assist subsequent students in finding suitable placements. Evidencing your ability to maintain accurate forms and manage admin tasks is a requirement for your fitness to practice, and we encourage you to find a system that works for you with these.

Start of your placement

1. **Placement form:** At the start of every placement please fill in a placement form. Please fill in 'first placement form' for your first ever placement, 'second placement form' for your second placement and so on (these can be found on the placements page of Moodle in the 'documents and forms' box on the right-hand side of this page).

You complete the first part of each form when you start a placement and the second part when you end a placement.

2. **Clinical placement agreement:** At the start of a new placement, you also need to complete our clinical placement agreement

*This document should be signed by you, your placement manager and/or supervisor, your Metanoia Primary Supervisor, and your tutor / DC Psych placement coordinator. It outlines the key responsibilities of all parties concerned. It can be downloaded from the placements page of Moodle. Please note that the Metanoia Institute Clinical Placement Agreement **needs** to be completed and signed by all parties even if the organisation has their own contract.*

During your placement

3. **Clinical Log:** While on placement you are expected to record every clinical hour on the 'clinical log' form. You will need to ask your supervisor to sign this every supervision session. You can find this form on your programme pages on Moodle.
4. **Supervision Log:** While on placement you are expected to record all your supervision hours on the 'supervision log' form. You will need to ask your supervisor to sign this every supervision session. You can find this form on your course pages on Moodle.
5. **Mid-year tutorial form (DC Psych only):** In February/March of each year, in preparation for your Mid-Year Tutorial, you will need to complete the Mid-Year Placement Tutorial form in conjunction with your placement manager and clinical supervisor, and email this to your Personal Tutor at least one day before your tutorial. The Mid-Year Tutorial provides an opportunity for you, your placement manager, Metanoia Institute and your clinical supervisor to review your progress in terms of the placement learning objectives relevant to your particular year of study.

End of your placement

6. **Placement form:** At the end of every placement please go back to the placement form you filled in for the relevant placement and fill in any remaining details. Please note that there is a separate feedback form for MCPS which can be found on the MCPS page of Moodle.

End of each academic year

7. **Placement report form:** At the end of each academic year, you are required to fill in a 'placement report form' for each of your external placements. You can find this form on your course pages on Moodle / your course SharePoint page.

Please note that MCPS has a different placement report form which can be found on the MCPS page of Moodle. There is also a different report form to fill in if you are in private practice which you should find on your course pages of Moodle.

8. **Supervisor report:** At the end of each academic year your primary supervisor will also need to fill in a supervisor's report about your development.

Mental Health Familiarisation Portfolios

9. Throughout your training it is a good idea to gradually complete sections of your MHFP portfolio as you gain appropriate experience.
10. Once you have gained experience in a MH setting you need to ask the service to sign a 'Confirmation of Mental Health Familiarisation Placement' form confirming the number of hours you have completed in that setting. You can find this in the Placements section of Moodle.
11. Please send us feedback once you have completed your Mental Health observation placement - your feedback will allow us to help other Metanoia candidates. You can find an online feedback form in the Placements section of Moodle.

How we verify placement quality

A part of our role is to quality check placements to ensure that you are well supported in your clinical work.

We do this in several ways:

1. Before we initially approve a placement

Before we approve a placement, we have a conversation with them and ask them to complete an extensive questionnaire to check that they meet our placement requirements. The placement will only be approved if we are satisfied that they meet our requirements and will provide a good placement experience for our trainees.

2. Placement visits

We conduct regular placement visits of placements that have been flagged for our attention and randomly selected placements. This enables us to gain a first-hand experience of the placement environment and assess the quality of what they are providing.

Important Points about Client Issues and Settings

Number of clients you can see

Most organisations offer trainees the opportunity to see up to three clients per week. It is common practice to start with just one client and then build up to three as you gain confidence. Some will allow you to increase your caseload further as you become more experienced. Depending on your other commitments, you might wish to take more than one placement to increase your hours as you progress in the training, but you should bear in mind that you need to maintain the appropriate ratio of supervision hours to practice hours. Please speak with your supervisor and tutor to discuss your capacity in seeing more than 3 clients a week as you progress during your training.

Number of placements that you need

Across the clinical placements you undertake during your training, it is envisaged that you will gain substantive experience of individual, in-room adult (over the age of 18) therapeutic work with a range of diverse types of client presentation and settings (e.g. short-term, long-term). It is possible that you will need to experience placement with more than one provider at separate times in order to gain this breadth of experience. It is important to think about how your placement choices will support your future career in engaging with the types of presentation, or the settings, which interest you.

Finding your own placement

You are welcome to find a placement independently. If you choose to do this, you need to ensure that you will be seeing clients one-to-one for counselling/psychotherapy and that you are adequately supervised. If you find your own placement you need to let us know so that we can link the placement organisation with Metanoia and approve the placement. Please email the placements team to do this.

Working with young people

As your training is geared towards working with adults, Metanoia policy is that you can't count clinical hours working with young people (anyone under the age of 18). This reflects UKCP and BACP guidelines. On the DC Psych course, you are able to count 50 clinical hours with under 18 clients.

Seeing clients outside of the UK

BACP do not approve placements abroad for UK courses and so you will need to acquire your placement hours only with UK clients for BACP related programmes. This will usually be the case across all programmes however, if you are based outside of the UK, you would need to get permission from your head of programme before seeing clients and take responsibility for ensuring that you are working with them within a clearly stated therapeutic contract and within a placement setting that provides adequate safety for your level of competence and training. Professional and legal requirements differ for what modalities are recognised and what level of training is required to begin placement practice in different parts of the world so you will need to research and comply with these requirements before beginning placement practice.

If you are working in a language other than English, you will need to consider how this might affect your coursework (for some pieces of work, such as process reports, you will need to be working with a client in English) please check with your programme team.

Visiting clients at home

Some counselling services, for example, bereavement services, provide home-visits to clients who are unable to travel. This is acceptable as a counselling/psychotherapy placement provided that the service is clearly contracted with clients as counselling, rather than befriending or social support. Good practice would also require that someone from the organisation has visited the client's home and ensured that it is safe for a volunteer to work there, and that you are provided with some initial training around managing the boundaries of home-visiting.

Seeing clients in private practice

For UKCP registering programmes, when you have over 150 hours of clinical practice you may be able to discuss starting in private practice with your primary supervisor and tutor. If both agree that you are ready, you can start up your private practice. You will need written confirmation from your tutor and supervisor for this endorsing your readiness for seeing private clients.

Clinical Wills

Please be aware that should you move into private practice, you will need a clinical will to ensure continuity of care for your clients in the event of sudden illness, incapacity, or death.

Please note that students on DC Psych and BSc courses are not permitted to start in private practice before they qualify.

Important Points about Practical Matters

DBS (formerly CRB) check

The DBS (a Division of Criminal Records Services - <http://www.dbschecks.co.uk/>) is the government agency responsible for checking police and other records for organisations providing services to young people or vulnerable adults. Many placements now require DBS checks, and these can take some time to be processed, although some organisations will allow you to start seeing clients before the DBS check has been completed.

At Metanoia we run DBS checks for all students who undertake a placement at the Metanoia Counselling and Psychotherapy Service (MCPS).

Most placement organisations organise the DBS checks for you. However, in rare cases you may be asked to do this yourself (for example some Mental Health Placements require this) – if you would like Metanoia to do this on your behalf, please contact the Shea Holland on

shea.holland.metanoia.ac.uk. He will take you through the process, but you will be expected to cover the cost of the check.

DBS now offer an update service which keeps your DBS certificate up to date (meaning that you don't have to apply for a new one for every new placement). You can register for this service online at <https://www.gov.uk/dbs-update-service>. Registration currently costs £16 per year.

Professional Indemnity Insurance

Most placement organisations have their own professional indemnity insurance which covers all members of staff, volunteers, and trainees working for them. However, you might be required also to take out your own insurance so please check this with your placement. If you're working in private practice, you will definitely need your own insurance.

If you are undertaking your placement at MCPS, you are not required to have your own professional indemnity insurance, as this is covered by Metanoia. With the exception of students who have obtained consent to be working online who are based in the overseas.

Professional Membership

All students are required to maintain their Metanoia Institute membership throughout their training.

If you are studying for the Diploma/BSc in Humanistic or Pluralistic Person-Centred Counselling, you are required to become a student member of BACP prior to beginning Year 2. See www.bacp.co.uk for details.

On the DC Psych, you need to ensure that your BPS membership is up to date. See www.bps.org.uk for details. You will also need to join the Division of Counselling Psychologists.

If your course leads to accreditation through UKCP, you are also expected to become a trainee (rather than student) member of the UKCP when you are signed off as ready to begin placement practice.

Codes of Ethics

All Metanoia Institute students are bound by Metanoia Institute's Code of Ethics. In addition to this, depending on which programme you are studying, you might also be subject to other professional codes of ethics such as the UKCP, BACP, BPS and HPC Codes of Ethics.

Details of the relevant codes can be found on the websites of the different organisations.

[metanoia-clinical-ethics-handbook-october-2024.pdf](#)

Dual Relationships

Please familiarise yourself with Metanoia's Dual Relationship Policy [dual-relationships-policy.pdf](#)

Information Commissioner's Office

The Information Commissioner's Office www.ico.org.uk (previously the Data Protection Commission) is the public body responsible for ensuring that anyone who handles sensitive personal information follows appropriate procedures to protect its safety. Once you start seeing clients, you will be handling sensitive information about people.

If you are undertaking placement at Metanoia Counselling and Psychotherapy Service (MCPS) you are not required to register with the ICO as data controller; you are covered under Metanoia Institute's organisational registration and there is no legal requirement for you to register with ICO on an individual basis. However, you need to be familiar with the requirements so please visit www.ico.org.uk to read them. You will also find there, information regarding General Data Protection Regulation (GDPR). Also, you need to follow all Metanoia Institute's data protection policies and procedures when dealing with client information.

If you are undertaking placement at external placement organisation you should check with the organisation whether you are covered under their registration or whether you need to register yourself. Either way, you must also follow the placement provider's data protection policies and procedures in relation to client information.

Once you start working in private practice – even while you are still in training – you will need to register individually with the ICO.

You can register with the ICO via their website (<https://ico.org.uk/for-organisations/data-protection-fee/>), and the annual registration fee is £52. It is important to be familiar with the ICO requirements so please visit www.ico.org.uk to read them. You will also find information there regarding General Data Protection Regulation (GDPR).

General Data Protection Regulation

GDPR is a European Union regulation that aims to protect personal data of EU citizens. This regulation became law on 25th of May 2018 and all organisations need to adhere to it.

As Metanoia Institute trainee you are expected to work according to Metanoia Institute Data Protection policy available at <http://www.metanoia.ac.uk/about/data-protection/>. It is your responsibility as a practitioner to familiarise yourself with Metanoia Institute's policies and data protection regulations.

Policies that you need to pay particular attention to are:

- Privacy Notice
- Data Protection Policy
- Personal Data Breach Protocol
- Bring Your Own Device Acceptable Use Policy – especially section 3.5. Students on placement

Supervision

Supervision is a vital part of training and practising as a counsellor, psychotherapist or counselling psychologist.

‘Primary’ and ‘Secondary’ (or ‘Placement’) Supervision

Metanoia distinguishes between two types of supervision: ‘Primary’ and ‘Secondary’ (or ‘Placement’) supervision. Most students have both a Metanoia Institute Approved Primary Supervisor and a Secondary Placement supervisor. Your Primary supervisor is someone who knows the programme that you are undertaking and who therefore plays an important support role that is concerned both with the particular training and the clinical work with clients. Placement supervision tends to focus more narrowly on client work and might involve less therapeutic components. You can discuss with both supervisors how to manage the supervision process across different supervision settings.

(i) Primary Supervision

Throughout your training, all your clinical work needs to be supervised by a Metanoia-Approved ‘Primary’ Supervisor who meets the criteria set by our professional and governing bodies.

In most cases the Primary Supervisor is external to the placement organisation, and their role is to facilitate the trainee’s learning and help them to integrate their clinical work with the theoretical model in which they are training. In most cases, ultimate clinical authority for the client’s welfare rests with the placement organisation/placement supervisor and not with the Primary Supervisor, whilst the overall development of the trainee rests with the Primary Supervisor

In some instances (particularly for our DC Psych trainees) the placement supervisor is also approved as the trainee’s Primary Supervisor, in which case all supervision will take place within the placement.

Primary supervision needs to be arranged and funded by you. Each modality (except DC Psych – please see DC Psych programme handbook for more details) holds a list of approved Primary Supervisors which can be obtained from the Academic Co-ordinator for your programme. It is also possible to ask a supervisor who is not on the list to apply to become an approved primary supervisor – if you would like to do this, please obtain the application pack (including the supervisor requirements) from your academic coordinator).

(ii) Secondary (Placement) Supervision

Most placement organisations provide supervision which trainees are required to attend. This is often group supervision where you will meet trainees from other courses. The supervisor and the other supervisees will not necessarily be working with the same theoretical model as you, which can be both a challenging and an enriching experience.

Frequency of Supervision

Each modality specifies a minimum ratio of supervision hours to practice hours that needs to be met. For most modalities this starts with 1 supervision hour for every four client hours (1:4) for the first 80 hours, and 1:6 thereafter (see appendix 3). In addition, all modalities require you to have fortnightly supervision (at a minimum).

You can combine Primary supervision and Placement supervision to meet these requirements. However, please also be aware of any modality-specific requirements regarding primary supervision (e.g. meeting with Primary supervisor monthly) and how much supervision you can count if you're meeting in a group (see appendix 3).

You need to make sure that every month in your supervision, you present every client that you are working with at that time, either with your primary or placement supervisor. So, the amount of supervision that you have should be sufficient for you to do this. You should regard the figures here as minimum requirements, and increase your supervision, if you need more time to discuss all your clients.

There are a few placement organisations that do not permit trainees to take client material to supervisors outside the organisation, i.e. to your Metanoia Institute Primary Supervisor. This is acceptable if the placement supervisor is accepted as a Metanoia Institute Primary Supervisor.

Supervision may be conducted in person or through a combination of in-person and online sessions, with up to 60% delivered online and at least 40% conducted in person.

Introduction to Audio-Recording Sessions

Metanoia Institute considers that audio-recordings of sessions with clients are an important source of information on how your practice is developing and should be viewed as an integral part of your training.

You are encouraged to record your counselling/psychotherapy sessions throughout the training, and to take these recordings to supervision for review and reflection on the development of your practice. You should erase these recordings once you have finished using them in supervision and gained your learning from them.

You are required to present recordings of your work, together with a transcript and analysis, for assessment at different stages during the training including your final viva.

Recording sessions with clients is a sensitive issue which sometimes creates anxieties for placement organisations. Most placements do permit you to record sessions, with clients' consent, but you need to discuss this with the placement manager and ensure that you adhere to any organisational policies and procedures around recording. There are some placement organisations which do not permit recording. This does not mean that you cannot take a placement with such an organisation,

but it does mean that you will need to find another placement where you are permitted to record sessions.

Below you will find guidelines on appropriate procedures for recording sessions and Metanoia Institute Policy and Procedures for the Audio Recording of Psychotherapy Sessions. You are encouraged to share this information with placement managers.

Procedures for Audio-Recording Sessions

Before you start recording sessions you need to be familiar with ICO and GDPR regulations (see p. 20).

Ensure that your placement permits recording and that you follow any procedures specified by the placement organisation regarding discussion in supervision, completion of consent forms, etc.

Ensure that you have read and are familiar with the Metanoia Institute Policy and Procedures for the Audio-Recording of Psychotherapy Sessions (see page 25), so that you can answer any questions raised by your placement manager and/or your client.

Discuss your feelings and thoughts about requesting permission from clients to record sessions with your Primary Supervisor. Think about how you will approach the question with clients, how you can facilitate your client to make an informed decision, how to manage your own anxieties.

Explain clearly to your client why you are requesting her/his permission to record the sessions, that s/he is entitled to refuse, and that the provision of psychotherapy/counselling is not conditional on them agreeing to be recorded. Use the form Client Consent to Audio-Recording of Sessions (you can find this on the placements page of Moodle) and/or the placement organisation's consent form, to ensure that you inform the client clearly about:

- the purposes of recording sessions
- information about who will hear the recordings and in what capacity
- assurance that everyone who will hear the recordings is bound by a professional code of ethics
- the client's right to have the recorder turned off, or a recording erased, at any time
- the procedures to be followed by the student and by Metanoia Institute in the safe storage, transport, and eventual destruction of recordings.

Label your recordings in such a way that no identifying information about a client (e.g. name, address) is attached to them.

If recordings and/or transcripts are in digital format, e.g. on a USB memory stick, laptop or personal computer, ensure that appropriate passwords are used.

Ensure that virus protection and firewalls are in place when the recording and/or transcript are used on a computer.

Take appropriate measures to protect the security of recordings in storage and transport, e.g. to and from supervision, training, examination, including ensuring that there is a documented paper trail accounting for the movement of recordings.

Recordings used for formative purposes in your training, i.e. used for personal reflection and/ or taken to supervision for discussion should be destroyed once this process is complete. Record subsequent sessions over existing recordings.

Keep a record of when the sessions were recorded, for how long you intend to store them, and when they were erased.

Ensure that extracts of recordings used for examination purposes do not contain any information which could potentially identify either the client or any other person.



Policy and Procedures for the Audio Recording of Psychotherapy Sessions

1. Introduction

- 1.1 Metanoia Institute is one of the largest counselling, psychotherapy and counselling psychology training institutions in Britain.
- 1.2 We offer training programmes up to master's degree level in the following five modalities: Person Centred; Gestalt; Integrative; Transactional Analysis; and Humanistic. We also provide the opportunity to study at doctoral level on the Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DC Psych). All programmes are either validated by, or are joint programmes with, Middlesex University.
- 1.3 Our training programmes are of three to five years' duration and aim to prepare students for relevant professional accreditation. Professional organisations that accredit our programmes include the UK Council for Psychotherapy (UKCP), the British Association for Counselling and Psychotherapy (BACP), the European Association for Psychotherapy (EAP) and the Institute for Transactional Analysis (ITA). The British Psychological Society (BPS) accredits the DC Psych for potential Chartered Psychologist status, and the Health Professions Council (HPC) has approved the DC Psych programme for potential Registered Counselling Psychologist status. Each department provides in-depth training and education in the theory and practice of the chosen modality. Trainees are required to develop and integrate their understanding through practical work with clients, through reflection on clinical work in supervision, and in some cases also through the development of practitioner research projects.
- 1.4 Metanoia Institute is a Member Organisation of UKCP. Senior academic staff are active in developing policy and practice within UKCP, BPS, and the profession as a whole, and are involved in research and publication. We have a demonstrable commitment to maintaining high standards of ethical practice in our training and in our students' practice as psychotherapists, counselling psychologists and counsellors. We recognise that this entails ethical responsibilities towards trainees' clients, towards trainees themselves, and towards the wider profession. We are also aware of the need to comply with the Data Protection Act 1998 and subsequent guidance from the Information Commissioner's Office about the processing of sensitive personal data, as well as the General Data Protection Regulation 2018. It is in the context of this recognition of multiple ethical and legal considerations and responsibilities that we have developed this policy document and the accompanying practice guidelines around our training requirement for students to audio-record their sessions with clients.

2. Rationale for recording

- 2.1 The recording of client sessions has been a normal and acceptable part of humanistic training in counselling and psychotherapy in the UK and abroad for some time. While we recognise that there are different views on the technological recording of client sessions, our own view is that the recording of sessions is an integral and valuable part of learning, enabling the student

practitioner to develop a 'research attitude' to client work and to provide a better service to the client. It is our view that audio-recording has positive advantages for the trainee, the client, and the placement organisation, as well as for the training institute.

2.2 The purposes of recording are:

- to provide an opportunity for self-reflection on the content and the process of the session: The student can replay a session or a part of the session afterwards to reflect on the material from a variety of aspects such as: the therapeutic relationship, the process of communication, the interventions made, the story brought by the client.
- to provide a focus for work in supervision: Bringing recorded material to supervision enables the supervisor to hear what took place in the session and to frame supervision interventions with this in mind. The supervision can then be focussed more precisely on supporting and helping the student to provide an effective and professional service. This is ultimately for the benefit of the client.
- to enable ongoing evaluation of current levels of competence and to highlight areas for development
- to provide evidence of competence as a practitioner for the purposes of final assessment and qualification

3. Training Requirements

- 3.1 We require our students to record at least some of their sessions throughout their training. This helps the supervisor to provide ethical and professional support. Recordings are generally kept for only a week or two and would be erased once the student had reflected on the material and/or taken it to supervision for further exploration.
- 3.2 The qualifying examination for each course entails the presentation of audio- recorded and transcribed client material. This material would be listened to by supervisors and professional colleagues in the final examination. It would not be used for publication, research or any other purpose.

4. Consent, Contracting and Confidentiality

- 4.1 We believe that, when well-managed, the recording of psychotherapy/counselling sessions need not present a problem.
- 4.2 The trainee's initial meeting with a client will include discussion and agreement about boundaries regarding time, place, fees, cancellations, confidentiality etc. This session is not recorded but the trainee would raise the possibility of recording as part of the contracting process. The student explains the rationale and the client can ask questions.
- 4.3 The trainee will endeavour to ask this of a client in such a way that the client feels able to refuse to be recorded. The trainee will accept the client's right to refuse and will affirm that the provision of psychotherapy/counselling sessions is in no way conditional on the client's permission to being recorded.

4.4 The need for the trainee to explore the complexities of negotiating informed permission and to contain their own anxieties about the process is one of the reasons why we require the supervisory relationship to be established before the trainee starts working with clients.

4.5 Providing the client is willing, a written contract to record sessions is agreed and signed by both participants. The form *Client Consent to Audio-Recording of Sessions* should be used as a template

The form covers the following areas:

- the purposes of recording sessions
- information about who will hear the recordings and in what capacity
- assurance that everyone who will hear the recordings is bound by a professional code of ethics
- the client's right to have the recorder turned off, or a recording erased, at any time
- the procedures to be followed by the student and by Metanoia Institute in the safe storage, transport, and eventual destruction of recordings.

4.6 Once this process has been negotiated, the recording of each session becomes the norm so that the client is not left wondering why s/he is recorded sometimes and not at other times. Our experience shows that the intrusion of regular recording is minimal. When it is part of every session it becomes a matter of routine and both the practitioner, and the client forget about it.

4.7 Students are encouraged to respond professionally and creatively to any issues which arise for the client from the process of being recorded. For example, it might happen occasionally that the recording becomes the focus for the session and the material evoked would then be used to understand the client better. On other occasions, if appropriate, the client and the practitioner might listen to some of the recording together.

4.8 We also believe that being recorded can help the client feel that what s/he says is being taken seriously and is important. It can help a client feel respected and valued as well as being an important contribution towards quality control.

5. Data Security

5.1 Our students are required to be familiar with the GDPR and ICO regulations when they start to work with clients. This means that they are familiar with the principles of good practice in data processing and data protection.

5.2 Students are required to ensure that recordings are labelled in such a way that no identifying information about a client (e.g. name, address) is attached to them.

5.3 If recordings are in digital format, e.g. on a USB memory stick, laptop or personal computer, the student will ensure that appropriate passwords are used. The student will ensure that virus

protection and firewalls are also in place when the recording and/or transcript are used on a computer.

- 5.4 The student will take appropriate measures to protect the security of recordings in storage and transport, e.g. to and from supervision, training, examination, and will ensure that there is a documented paper trail accounting for the movement of recordings.
- 5.5 Recordings used for formative purposes in the student's training, i.e. used for personal reflection and/or taken to supervision for discussion, will be destroyed once this process is complete. Students are advised to record subsequent sessions over existing recordings and to keep a record of dates when recordings are made, for how long they are retained and when they are erased.
- 5.6 Students will ensure that extracts of recordings used for examination purposes do not contain any information which could potentially identify either the client or any other person.
- 5.7 Recordings used in examinations are returned to students after the examination for destruction.
- 5.8 Transcripts of recordings used in examinations are retained and securely stored by Metanoia Institute for the period of time within which a student is entitled to appeal an examination result.

The audio recording consent form can be accessed via the placements page of Moodle.

6. Guidance on Transcribing Counselling Recordings for Academic Use

6.1 Students should manually transcribe counselling recordings for use in essays, supervision or other academic activities unless they have been specifically advised otherwise.

The only exception is where a reasonable adjustment has been documented on a student's Learning Support Plan (LSP). In these cases, the Disability Service team may provide guidance on specific licensed transcription software that students are permitted to use.

This approach ensures that:

- GDPR requirements are met, protecting client confidentiality.
- Students remain aware of and comply with software terms and conditions.
- Clients informed consent is considered, respected and upheld.

Please note: tutors should not recommend transcription software. Further guidance and resources on transcript formatting and use in assignments will be shared as updates on the ongoing policy development occur.

Appendix 1: Table of Forms – All courses except DC Psych

Table of Forms (revised September 2025)

Beginning of Year Forms

Name of Form	Details	By Whom
Practice Arrangements Form	Incorporating details of supervisor, therapist and placement(s) – also to be updated whenever there is a change of supervisor or therapist or placement	Completed by student and filed on SharePoint.

End of Year Forms

Name of Form	Details	By Whom
Tutorial Forms (mid and end of year)	Records yearly and cumulative personal therapy hours, placements hours, supervision hours, peer group hours, MHFP hours log, supervisor and therapist's names, info about missed sessions, etc. Learning outcomes and fitness to practice outlined in each form.	Signed by student and tutor and submitted to SharePoint.
Supervision Report Form	Records client hours, supervision hours Practice/clinical log appended Supervision hours log appended also to be completed whenever there is a change of supervisor	Signed by student and primary supervisor and submitted to SharePoint.
Placement Report for External Placements	Records hours on placement.	Signed by student and placement supervisor and submitted to SharePoint.
Therapist Report Form	Records therapy hours also to be completed whenever there is a change of therapist	To be signed by therapist and student and submitted to SharePoint.

Ad-hoc Forms

Name of Form	Details	When Required	Comment
Supervision Report Form	Records client hours, supervision hours up to date of change of supervisor Practice/clinical log appended Supervision hours log appended	on change of supervisor during the year	Signed by student and primary supervisor and submitted to SharePoint.
Working Remotely Check List	To confirm that all pre-requisites have been met	when beginning to work remotely	Signed by supervisor and student and submitted to SharePoint
Therapist Report Form	Records therapy hours up to date of change of therapist	on change of therapist during the year	To be signed by therapist and student and submitted to SharePoint.

Appendix 2: Table of Forms – DC Psych only

WHEN NEEDED	PAPERWORK	Where to find	SUBMIT TO
Start of Academic Year (typically Sept or Oct)	Placement Questionnaire (To be completed if placement is not on our database already. Placement must gain approval before the placement can begin).	Please contact placements team for more information.	placements@metanoia.ac.uk
	MI Clinical Placement Agreement (Contract between you, your placement, your supervisor and Metanoia – must be completed before you start seeing clients and a copy given to the DC Psych placement coordinator)	Placements page on Moodle Click here to access	placements@metanoia.ac.uk
	Personal Therapist Registration Form (therapist to be approved before counting personal therapy hours, including after a change of therapist)	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Clinical Supervisor Booklet and Registration Form (supervisor to be approved before counting hours)	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Copy of Liability Insurance (to be in place before commencing clinical practice)		Personal Tutor
Feb-Mar	Mid-Year Placement Tutorial Form (completed by Supervisor(s) and Placement Manager and then used for Mid-Year Tutorial with Personal Tutor)	DC Psych ALL page on Moodle Click here to access	Personal Tutor
June-July	Placement Report Form (completed by Placement Manager and used in End of Year Tutorial with Personal Tutor)	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Clinical Supervisor's Report (completed by primary clinical supervisor and used in End of Year Tutorial with Personal Tutor)	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Clinical Endorsement Form (Years 1-3)	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	End of Year Tutorial Form (completed by candidate and Personal Tutor together)	DC Psych ALL page on Moodle Click here to access	Personal Tutor

As required	Placement forms – e.g. 1 st placement form, 2 nd placement form etc. Complete first half of form when you start your placement (to register with us that you are on placement there) and the second half when you end your placement (to let us know you have ended and provide feedback).	Placements page of Moodle Click here to access placement page	Via Moodle
	MCPS: Application Form	Placements page of Moodle	Via Moodle
	MCPS: Placement Report Form – this will be sent to you when you have completed your placement with MCPS.		Personal Tutor
	MHFP: Confirmation of MHFP Form	Placements page of Moodle Click here to access	Attach to your MHF Portfolio
	MHFP: Feedback Form	Placements page of Moodle Click here to access	Via Moodle
	Research Supervision Log	DC Psych ALL page on Moodle Click here to access	Via Moodle
	Personal Therapy Log	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Clinical Hours Log	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Client consent for audio recording sessions	DC Psych ALL page on Moodle Click here to access	Personal Tutor
	Client consent for use of session material in assignments	DC Psych ALL page on Moodle Click here to access	Personal Tutor

Appendix 3: Hours and supervision requirements for all courses

Please note: Students in their first clinical placement are required to attend two supervision sessions before commencing client work.

	Doctoral	MSc Programmes					BSc Programmes	
	DC Psych	Person-Centred	Gestalt	Humanistic	Integrative	Transactional Analysis	Humanistic	Person-Centred
CLINICAL WORK								
When do you start clinical work?	When have passed skills assessment	End of Diploma Year 1 (subject to approval by tutor) Minimum of 450 hours of supervised client contact before undertaking viva				End of Diploma Year 1 (subject to approval by tutor) Minimum of 750 hours of supervised client contact before undertaking viva	Start placement in April: You will need to be seeing clients by the third term of Year 1	Start placement between April and August of your first year of training.
Total needed before final oral exam / registration	450	450				750	150	80 / 150
Year 1 minimum clinical hours requirement	50 hours							
Year 2 minimum clinical hours requirement	100 hours	80				80		65 (2025/6) 70 (2026/7)
Year 3 / MSc yr 1 minimum clinical hours requirement	150 hours	80				80		80 (Viva) 150 (BACP reg)
Year 4 / MSc yr 2 minimum clinical hours requirement	150 hours	80				80		
Private Practice	students not permitted to count private practice hours	Private practice hours can be counted if (a) student has accrued 150+ supervised clinical hours, (b) student has been signed off as ready for private practice by their Tutor, Primary Supervisor, and Director of Studies.					students not permitted to count private practice hours	

	DC Psych	Person-Centred	Gestalt	Humanistic	Integrative	Transactional Analysis	Humanistic	Person-Centred
SUPERVISION								
Total needed before final oral exam / registration		150 hours of supervision (individually or in groups), at least 75 of which must be with an approved Person-Centred supervisor.	150 hours of supervision (individually or in groups), at least 100 of which must be with an accredited Gestalt supervisor.	150 hours of supervision (individually or in groups), at least 75 of which must be with an approved Humanistic supervisor.	150 hours of supervision (individually or in groups), at least 75 of which must be with an approved Integrative supervisor.	150 hours of supervision (individually or in groups), at least 75 of which must be with an approved TA supervisor.		This will vary based on your clinical hours, see below for more information.
Frequency	fortnightly	fortnightly supervision required. Monthly supervision with primary supervisor.					fortnightly supervision required. Monthly supervision with primary supervisor.	fortnightly supervision required. Monthly supervision with primary supervisor. Minimum of 90 mins supervision per month]
Supervision: Client hours ratio	1:4 for first 50 hours; then 1:6	1:4 for the first 150 hours; then 1:6					1:4 for the first 80 hours; then 1:6	1:8
Group supervision	DCPsych students will need to follow programme-specific guidance on how to count group supervision. This can be	In a group of two or three trainees, all the hours can be counted towards your supervision. e.g. In a group of two supervisees for two hours, you can count two hours. In a group of three supervisees for two hours you can count two hours. In a group of 4 or more supervisees you can only count the length of the group session divided by the number of supervisees in attendance. e.g. five supervisees for two hours, you can count 24 minutes.					For groups of up to four – half the time allotted (so for two hours of supervision each member can claim one hour). For groups of more than four – divide the amount of time by the number of people (so for two hours of supervision, a group of six can claim 20 minutes each).	

	found on the <i>DCPsych</i> <i>Main</i> <i>Page</i> on Moodle under <i>Clinical</i> <i>Hours &</i> <i>Supervision"</i>		
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Appendix 4: Clinical hours tracking (cumulative)

Current BSc (see new BSc 26/27 hours in chart below)

	Yr1 Sept – May 31st	Yr2 June - May 31st	Yr3 September 1st - May 31st (Hum) 31st May (PCPC)	TOTAL
	30 (HUM) 30 (PCPC)	40 (HUM) 30 (PCPC)	30 (HUM) 30 (PCPC)	100 (HUM) 90 (PCPC)
Clinical hours	0 (Hum) 0 (PCPC)	65 (Hum) 65 (PCPC)	150 cumulative (Hum) 150 cumulative (PCPC)	150 (Hum) 150 (PCPC)
Supervision hours	N/A	Ratio 1:4 till 80 hours then 1:6 20 hours minimum (Hum) Ratio 1:8 and 90 minutes pm = 18 hours minimum (PCPC) Frequency is fortnightly for both programmes	15 minimum (Hum) Ratio 1:8 and 90 minutes pm = 18 hours minimum (PCPC) Frequency is fortnightly for both programmes	35 (Hum) 36 (PCPC)

New BSc. (26/27 onwards)

	Yr1 Sept – May 31st	Yr2 June 1st - May 31st	Yr3 June 1st - May 31st	TOTAL
Personal Therapy hours	25 (Hum) 25 (PCPC)	35 (Hum) 35 (PCPC)	30 (Hum) 30 (PCPC)	90 (Hum) 90 (PCPC)
Clinical hours	0 (Hum) 0 (PCPC)	70 (Hum) 70 (PCPC)	150 (Hum) 150 (PCPC)	150 (Hum) 150 (PCPC)
Supervision hours	N/A	Ratio 1:4 till 80 hours then 1:6 20 hours minimum (Hum) Ratio 1:8 and 90 minutes pm = 18 hours minimum (PCPC) Frequency is fortnightly for both programmes	15 minimum (Hum) Ratio 1:8 and 90 minutes pm = 18 hours minimum (PCPC) Frequency is fortnightly for both programmes	35 (Hum) 36 (PCPC)

Current Dip2s

	Dip1 Jan – May 31st	Dip2 June 1st - May 31st	MSc1 June 1st - May 31st	MSc2 June 1st – May 31st	MSc3 June 1st – May 31st	TOTAL
Personal	25	65	120	160	160	160

Therapy hours						
Clinical hours	0	Jan-May 50hrs (check with registry – does this fit the data)	160	240	450	450
Supervision hours	0	16	40	60	150	150

Current MSc

	Dip1 Jan – May 31st	Dip2 June 1st - May 31st	MSc1 June 1st - May 31st	MSc2 June 1st – May 31st	MSc3 June 1st – May 31st	TOTAL
Personal Therapy hours	25	65	120	160	160	160
Clinical hours	0	50	160	240	450	450
Supervision hours	0	16	40	60	150	150

Current Dip1s

	Dip1 Jan – May 31st	MSc1 June 1st - May 31st	MSc2 June 1st - May 31st	MSc3 June 1st – May 31st	TOTAL
Personal Therapy hours	25	65	105	160	
Clinical hours	0	50	250	450	
Supervision hours	0	16	80	150	

Appendix 5: BSc (Hons) Person-Centred Pluralistic Counselling (Advanced Practitioner) Remote Working and Supervision Information Sheet

This information sheet guides students on completing therapy hours and supervision remotely as part of the BSc (Hons) Person-Centred Pluralistic Counselling (Advanced Practitioner) programme and explains how this can be connected with the optional Metanoia Certificate in the Facilitation of Online and Phone Therapy.

This part of your training has two parts:

1. **Optional Certificate** – You can choose to complete the full certificate, which is BACP-approved for developing competency in online and phone therapy (OPT) for UK-based clients aged 18 and over, with therapists also practising in the UK.
2. **BSc Clinical Hours Requirement** – If you wish to include **remote therapy hours (online or phone)** towards your BSc clinical requirements, you **do not need to complete the full certificate**. You only need to complete the relevant OPT units that allow your remote hours to count for your BSc.

This information sheet outlines:

- What the certificate involves
- How remote therapy hours can be counted towards your BSc clinical requirements

Please note this information sheet is not intended as a handbook and full details on the OPT modules can be found on the OPT Moodle Training Pages.

Metanoia Certificate in the Facilitation of Online and Phone Therapy

Towards the end of year one and throughout the rest of your BSc, you have the option to complete a Metanoia Certificate in the Facilitation of Online and Phone Therapy. This award recognises the knowledge, skills, and abilities required to work with clients over 18, when both the therapist and client are located in the UK. Your OPT training is approved by, and aligned with, the BACP's OPT competency and SCOPed frameworks. Remote placement practice can take place via online-video or phone sessions only. Asynchronous methods (such as text messaging or email) are not permitted.

The certificate is made up of four OPT units which take approximately 110 hours of extra study alongside your BSc. Completing the certificate is optional and comes at no extra cost to students on the BSc. If you decide to complete the full certificate, you will have until the end of August in your third year of study to successfully pass and complete all four units.

It is important to note that the OPT training and certificate do not provide training for, or demonstrate competency within, international, under 18's or asynchronous (i.e. text-based) counselling sessions.

BSc (Hons) Person-Centred Pluralistic Counselling (Advanced Practitioner) Remote Personal Therapy, Supervision and OPT Placements Requirements

To begin having supervision remotely on your BSc, you will need to have successfully read the OPT Unit 1 Companion Guide and the associated materials as well as passed the OPT Unit 1 quiz. To begin working in OPT placements, and for

those hours to be included in your BSc clinical hours requirements, you will need to successfully pass all elements of OPT Unit 1. You may begin remote therapy sessions in line with your BSc course requirements. You may attend **personal therapy** online or over the phone from the start of your training and without undertaking the OPT Module. Up to 50% (45 hours) of your 90 personal therapy hours can be attended online or over the phone over the lifetime of the course. *On Moodle you will find OPT Personal Therapy guidelines, which will support you to attend remote personal therapy securely and to protect your confidentiality as a client.*

Once you have successfully completed OPT Unit 1, you will be able to count OPT client hours towards your BSc clinical hour requirements, as long as you work within the ratios set by the programme.

You will be able to count 49% of your placement practice hours as OPT, over the life of the training. This means that of your 150 minimum required hours, 77 of them must be in-room. Note that these hours apply across the programme, rather than year by year. You can take a fully remote placement in one of your training years, as long as you ensure that in another placement, you accrue at least 77 hours of in-room practice. Your mode of supervision should mirror your counselling practice and up to 50% of your supervision over the lifetime of the course can be attended remotely. So, if you are seeing half of your clients remotely, aim to have half of your supervision remotely as well.

To ensure your OPT client work is supported appropriately and effectively, your primary and/or placement supervisor should have sufficient competence in supervising online and phone therapy (OPT) in line with the BACP Supervisors' Ethical Framework for remote work. If your primary or placement supervisor is not OPT competent, you will need to arrange additional supervision with someone who is. Competent OPT supervisors may have gained their competence through training or practical experience. We encourage you to discuss this with any supervisors you wish to work with. Your chosen OPT supervisor will be responsible for confirming, ahead of your placement, that they meet the BACP OPT supervision competence requirements.

You do not need to undertake or pass the OPT Module in order to attend group supervision provided by your placement remotely.

The OPT units are largely made up of asynchronous training, meaning you complete the materials online and independently at your own pace (e.g. companion guides, readings, podcasts, and video lectures). You will be required to work with peers at times and attend a two-hour live video discussion group with your OPT tutor and peers for each unit. The layout of the OPT units means you can complete the training at your own pace and schedule, allowing you to balance it alongside your BSc studies. You will have a dedicated OPT tutor who is standalone from your primary tutor who will support you through the OPT units.

The four OPT units and assessments are currently under review, with updates planned over the next academic year. These changes aim to enhance the student learning experience and maintain the quality of your OPT training.

How to begin your OPT Training

Towards the end of year one your primary tutor and/or HoP will let you know when you can begin your OPT training. Once you are ready, please reach out to your programmes AC who will enrol you on the OPT Moodle page. Once you are enrolled, please visit your OPT Moodle page where you will find all the information you need to begin your training.

Your OPT Learning Path: Units 1 to 4

Unit 1 is designed to provide the knowledge and skills needed to begin promoting safe and ethical practice when starting OPT. You only need to complete Unit 1's quiz to begin remote supervision. However, you must successfully complete the entire Unit 1 if you wish to start working remotely with clients.

Completion of the remaining units is optional. If you choose to continue, Units 1 to 4 together offer full OPT training aligned with the BACP's OPT Competence Framework. You can find out more here: [BACP OPT Competence Framework](#).

Choosing Not to Undertake OPT Training

You are under no obligation to complete OPT training. If you choose not to gain remote working hours or supervision for your BSc clinical hours, you do not need to complete any OPT units. Please note that this means you will graduate from your BSc without remote work training, and additional CPD may be required by your professional body in the future if you wish to work with clients remotely. It also means that all your clinical work will need to be in-room for the duration of the Programme.

Questions or Support

If you have any questions or need additional support during your training, please reach out to your OPT tutor at pcpc-opt@metanoia.ac.uk. They will be happy to answer your questions or discuss any extra support you.

Appendix 6: BSc Humanistic counselling programme OPT - Online and Phone Therapy Training and Placement Information Sheet

The BSc Humanistic Counselling course also includes online and phone therapy (OPT) training.

The OPT training provides trainees with the opportunity to develop competencies in the safe and ethical practice of online and phone therapy with clients aged 18 and over in the UK. The training aligns with the BACP OPT Competency Framework and is approved by the BACP. It should be noted that the training does not cover international practice or asynchronous counselling.

Course OPT Delivery

Students receive six full training days over the lifetime of their BSc course. Training days are delivered remotely, via Zoom.

Further elements of the OPT curriculum for this course are integrated throughout other in-person training days and form part of course assessments. Each academic year, two OPT training days are delivered. Students who have a safe, quiet, confidential space and access to a computer are expected to work from home on these days.

For students who do not have a safe private room, reliable internet access, or a computer, these will be provided at the Institute so that all students can fully participate in the training days.

OPT Training and the BACP

The OPT training is recognised and approved by the BACP. Upon successful completion of the BSc in Humanistic Counselling, students receive a Certificate of Completion confirming that they have undertaken training in the facilitation of Online and Phone Therapy as part of a BACP-accredited course.

It should be noted that the OPT training provides students with competency in delivering online and phone therapy to UK-based clients aged 18 and over. It does not include training for international practice or asynchronous counselling.

OPT Placement and Placement Hours

All students must already be in an in-room placement to begin remote work and can work online or over the phone with clients, once all relevant assessments have been passed from year 2 onwards. Students can only work remotely with clients ages 18 or over, who are based in the UK – students cannot work with clients overseas and you must physically be in the UK yourself. On this course students are not allowed to work privately with clients either remotely or in room.

Metanoia requires placements requiring students to carry out remote counselling to meet Metanoia Institute's working remotely placement guidelines. These guidelines stipulate that a student offering remote therapy to clients must have good internet connection, technical ability to work online and a private space to either work from home, or at their placement.

The Placement Team will ensure that any OPT placement, or placement requiring students to carry out any OPT work, meet Metanoia Institute's working remotely placement guidelines around safe and ethical remote working prior to any students being given permission to work remotely.

Students are assessed for their competence to work remotely in Year 2 of the training. No student can commence working remotely until they have passed their OPT assessment during BSc Year 2 or 3.

You are allowed a maximum of 50 OPT client hours over the life of your course.

Personal counselling

All students are required to undertake 120 hours of personal counselling across the three years of the BSc degree. This needs to be a minimum of 40 face-to-face sessions per academic year. All personal counselling needs to be with a suitably qualified BACP or UKCP registered humanistic counsellor or psychotherapist. A third of these hours (40 hours) can be accrued online with your personal therapist but 80 hours are required to be in room. Please note that the cost for personal counselling or psychotherapy is not included in the course fees and needs to be funded separately by the student.

Supervised client hours

Students can only commence working with clients remotely once they have successfully passed their OPT skills assessment during year two of the training. All client work undertaken must be with adults aged 18 years and over who are UK based. Students delivering OPT must also be in the UK when proceeding with opt sessions.

By the completion of training the student will have undertaken a minimum of 150 hours of client work supervised by the primary supervisor (or placement supervisors providing they have a Humanistic orientation). A minimum of 50 of these clinical hours can be delivered remotely. The other 100 hours need to be delivered in room with clients.

Supervision

Regular supervision is an integral part of the humanistic counselling training. All Metanoia students need to arrange supervision with a Metanoia-approved Humanistic primary supervisor, in consultation with their primary course tutor. At the point of examination, students need to have accrued a minimum of 35 hours of supervision. A third of supervision hours on this course can be accrued remotely with supervisors who are experienced and competent in OPT work.

Please note that the cost for supervision is not included in the course fees and needs to be funded separately by the student. Sometimes the placement where the student gains their client hours provides free supervision. For a private or placement supervisor to provide you with OPT supervision they must have sufficient experience and competence to deliver OPT supervision.