Section 1: Readiness to Begin Clinical Practice

Students entering into the Four - Way Agreement are considered ready for practice by the University. Readiness for practice is assessed on:

- Academic ability/critical thinking
- Fundamental counselling skills, primarily the ability to work in an empathic way
- Personal development and awareness of self, others and impact on others
- Successful completion of a 90 hour course in counselling skills

These skills and qualities are assessed through a rigorous interview and application procedure. Students are further prepared for practice during the first semester of the course by studying subjects such as: contracting; assessment; ethical practice; mental health issues; supervision; introducing recording into sessions. Students continue to practice fundamental counselling skills in skills practice sessions during the first year of study.

Section 2: Course Requirements

1) All students are required to abide by the BACP Ethical Framework.
2) Students will be working to specific counselling contracts of 60/50 min. hour in a constant setting within an agency.
3) They will normally see a maximum of 3 clients per week at the beginning of their placement, which may increase to 4 by the end of the first academic year and a maximum of 6 by the end of the second academic year as the student becomes more skilled. This increase is with the agreement of their supervisor, course tutors and subject to the policies of the placement.
4) The student has to complete 100 hours of counselling (not including missed sessions) over the two years of the course. Clients must be at least 16 years old. These hours need to be at the placement(s) covered by a signed ‘Agreement for Student Practice’. If you want to work with children from 11-15 years old, the BACP requires you to complete a BACP training module, but any placement hours you accrue with children and young people (11-15) cannot be counted towards your 100 hours.
5) Students should have the experience of making, maintaining and terminating contracts with clients
6) Counselling in private practice is not acceptable for the course.
7) Students will work with clients primarily in a way that reflects the Relational framework of the course, though specific approaches of the agency can be used if compatible with this.
8) Students are required to audio record counselling sessions for transcripts and for group supervision. Client material will be shared with a small number of peers and with course tutors. It may also be shared with external examiners. Permission should always be negotiated, and anonymity safeguarded, in relation to the presentation of agency work to a training course including the writing of case histories, research and in respect
of any subsequent publication. It is the agency’s responsibility to ensure that students obtain the necessary consent from clients.

9) The needs of the clients are paramount. Should there, for example, arise a conflict of interest in relation to more narrowly defined training needs, such as the number of counselling hours required, or that the client work should demonstrate a particular area of theory, this needs to be borne in mind.

10) It is important that the particular needs of students, in relation to case load, kind of client and appropriate managerial and other support are fully recognised and taken into account by the agency and supervisor. Pre-assessment of clients as being suitable for trainees is desirable whenever possible, though this may present difficulties in respect of some theoretical orientations. Some placements, such as those in medical settings, may not be suitable for inexperienced trainees.

11) Students must pass all assignments before progressing into year two.
12) Students should have started clinical practice before submitting their Case Study assignment in year two.
13) Students must achieve 85% attendance on each year of the course.
14) Some students will not have completed the course by the September exam board at the end of their second year. They may still have assignments outstanding or may have insufficient counselling practice hours. The course supports these students by providing tutorials and/ or group supervision at least twice per term until such time as the student had completed the course.

15) These students must continue to receive supervision at the same frequency and ratio to client sessions as on Years 1 and 2 with a supervisor on the Diploma Course Network.
16) When such a student hands in their final Case Study assignment it must be accompanied by a completed ‘evidence of supervision’ form and a further collaborative learning statement.

Section 3: The Agency

1) The agency provides the student with the opportunity to work as a trainee therapist and to offer therapy to suitable clients.
2) The University, as a Registered Body, completes a DBS check for each student.
3) The placement should not commence before the Four Way Agreement is signed by all parties.
4) The agency is working to relevant British Association for Counselling & Psychotherapy Ethical Framework or comparable practice.
5) The agency supports students working in a way that reflects the Relational framework as it is taught on the course.
6) The agency will provide the student with clients who are suitable for trainee therapists (See Section 6 Note 2 on Assessment of Suitability of Clients for Trainee Therapists). Pre-assessment of clients as being suitable for trainees is desirable whenever possible.
7) The agency will not require students to work more than three consecutive client sessions.
8) The agency will allow students to use audio recordings and transcripts from their client sessions and to use these for their course. Responsibility for gaining permission to audio record clients and to use client material for training purposes lies with the agency. Excerpts from audio recordings will be used for transcript assignments and also in group supervision (Year 2). Students will ensure that they safeguard the anonymity of clients.
9) The agency has a complaints procedure for clients.
10) The agency ensures that necessary insurance (public liability and professional indemnity) is in place.
11) The student should be given an induction into the Health and Safety procedures of the agency upon their arrival. This should cover procedures to be followed during an emergency, first aid facilities, location of emergency exits and toilets, and any particular hazards to be aware of within the agency.

12) Whilst the course will equip students to work with a diverse range of clients with a variety of presenting difficulties it remains the responsibility of the agency to provide students with any knowledge and skills which are specific to their particular client group.

13) The student will abide by the procedures and act in accordance with the ethos of the agency.

14) The agency has ultimate clinical responsibility for the counselling under its auspices. See Section 6 Note 1.

15) It is essential that trainees have a ‘named person’ who takes responsibility for their management within the agency. This person will be the point of contact between the agency and the course and can offer managerial and other supervisory support, for example what may be called ethical dilemmas, such as the limits of confidentiality that arise in respect of the reporting of abuse, medical and/or psychiatric consultation, work in multidisciplinary management and with clients who may present material which is suggestive of a danger to themselves and others. They will also ensure that the clients seen by a student are assessed as suitable. See note 2.

16) Towards the end of each year the Placement Manager will complete a student evaluation questionnaire based on the student’s performance in the agency during that year. This will be shared with the student and with course tutors.

17) Once a year, usually in November, representatives from all counselling agencies will be invited to meet at Leeds Beckett to share experience, good practice and discuss any difficulties that have arisen.

18) If an agency has not taken students on placement before, they may experience teething problems and such a setting may not suit inexperienced trainees in a first placement. There will be an especial need for the clarification of mutual requirements and expectations, not least the nature of the four way relationship between student, agency, supervisor and course tutor. Course tutors and placement manager will meet to clarify these.

19) The Placement Manager should sign off a client log provided by the student recording hours of counselling undertaken with clients and cancelled client sessions.
Section 4: The Supervisor

1) Supervision will be in accordance with the BACP Ethical Framework.

2) The supervision relationship will be confidential, with the usual exceptions (see sections 5b and 5c).

3) The student must be supervised by someone who is on the Leeds Beckett Supervisors’ Network.

4) The student will have supervision which meets BACP and course requirements, i.e. one hour every fortnight, and a ratio of not more than 8 client hours, including missed sessions, to one hour of supervision.

5) All cases must be supervised.

6) Students should discuss all new clients with their supervisor and it is ultimately the supervisor’s decision as to whether or not it is safe for the student to begin or continue working with any particular client. (See Section 6 Note 2 on Assessment of Suitability of Clients for Trainee Therapists).

7) The supervisor should arrange the provision of access to alternative consultative resources (locum) during breaks, preferably with a supervisor from the Diploma Network or alternatively support from the named person at their placement.

8) Supervision will support the integration of Relational theory as taught on the course into the trainee’s clinical work. It is expected that the main focus of supervision with trainees will focus on Mode 2 - Exploration of the strategies and interventions used by the therapist, and Mode 3 - Exploration of the therapy process and relationship. (Hawkins & Shohet 2006). This will support the content and understanding of what the client brings to counselling.

9) The supervision must be clinical/training supervision, not managerial supervision, and the two roles must not be shared by the same person.

10) Dual 1:1 supervision (by an in-house and external supervisor) is not recommended. However, additional in-house peer or group supervision can be valuable.

11) At the end of each year the supervisor and student will write a collaborative learning statement identifying the student’s strengths and areas for future development. It is the student’s responsibility to initiate this. The statement will be passed to course tutors. A further statement is required if the student has not completed their Case Study assignment by the September exam board. Agencies could request to see this statement if agreed with the student.

12) Agencies could request to see this statement if agreed with the student.

13) At the end of the first year the supervisor will evaluate the supervision relationship and process with the student using a ‘Supervision Review Form’ provided by the student.

14) At the end of the second year students are required to evaluate their supervisors. The questionnaire is available on request.

15) The student and supervisor will negotiate an agreed fee for supervision, which will be paid directly to the supervisor by the student or student’s sponsor.

16) It is the responsibility of the supervisor to keep professional accreditations and insurance updated annually and to inform the Practice Learning and Employability Unit (PLEU) if either of these are not renewed.

17) It is the responsibility of the supervisor to inform the PLEU if s/he becomes the subject of any complaints procedure.
Section 5: Managing Difficulties

5.a Between Agency, Student and Course Tutor

1) If a student shares with tutors discontents/concerns about the agency, tutors will discuss the matter with the student with the intention of clarifying the issue and inviting the student to discuss her/his concern with the Placement Manager.

2) If the student shares with the Placement Manager concerns about the course the Placement Manager will discuss the matter with the student with the intention of clarifying the issue and inviting the student to discuss her/his concerns with tutors.

3) If the agency has concerns about a Course Tutor and/or the course they should raise the matter with the Placement Coordinator at the university.

4) If the agency has concerns about anything related to the course itself they should raise the matter with the Course Tutor. If it is an issue that does not concern a particular student (e.g. course assessment or client guidelines) then student(s) need not be informed (though the agency may decide to tell the student of their intention).

5) If the agency has concerns about a student that cannot be adequately addressed through discussion with the student (e.g. concern about the student’s development, competence, unprofessional conduct or non-compliance with these guidelines) then these concerns should be communicated to tutors and the student’s supervisor. Whenever possible, the student should be informed of the intention to discuss the matter with tutors and supervisors. A student does not have the right to veto such communication.

6) If course tutors have a concern about the agency they should raise the matter with the agency. If the issue does not directly concern a particular student (e.g. about how client records are stored) then the student need not be informed, though tutors may tell the student of their intention. If the issue does involve a particular student (e.g. the belief that a student is being asked to work with inappropriate clients) then, whenever possible, the student will be informed of the intention to discuss the matter.

7) If after discussion with the agency the course tutors believe that the agency is not meeting the requirements for training placements for the course, the university reserves the right to remove the placement from its list of approved placements.

8) If tutors have concerns about a student that are relevant to the agency (e.g. failing all or some of the assignments at the end of year one or two, or concern over clinical practice then the tutors will inform the agency and the supervisor of the situation. Whenever possible the student will be informed first.

5.b Between Agency, Supervisor and Course Tutor

1) If the agency has concerns about the supervisor, the issue(s) may first be raised via the student with the supervisor. If this course of action seems inappropriate or unacceptable, or if the initial discussion between student and supervisor does not resolve the matter, the agency should contact the supervisor directly. If this second course of action seems inappropriate or unacceptable, or if the initial discussion between agency and supervisor does not resolve the matter, the agency should contact the course tutors, who will seek to arrange a meeting between the relevant parties (normally a representatives from the agency and the course and the supervisor) Whenever possible, the student (s) involved would be informed of the agency’s intention to contact the supervisor and/or course tutors.

2) If the supervisor has concerns about the agency, the issues(s) may first be raised via the student with the agency. If this course of action seems inappropriate or
unacceptable, or if the initial discussion between student and agency does not resolve
the matter, the supervisor should contact the agency directly. If this second course of
action seems inappropriate or unacceptable, or if the initial discussion between agency
and supervisor does not resolve the matter, the agency should contact the course
tutors, who will seek to arrange a meeting between the relevant parties (normally the
agency, supervisor and course tutors). Whenever possible, the student(s) will be
informed of the agency’s intention to contact the supervisor and/or course tutors.

3) If course tutors have a concern about the supervisor they should raise the matter with
the supervisor. If after discussion with the supervisor the course tutors believe that the
supervisor is not meeting the requirements for course supervisors, the university
reserves the right to remove the supervisor from its list of approved supervisors on the
course Supervisor Network.

5.c Between Supervisor, Student and Course Tutor

1) If the supervisor has concerns about a student that cannot be adequately addressed
through discussion with the student (e.g. concern about the student’s competence, or
unprofessional conduct) then these concerns should be communicated to tutors who
may seek to arrange a three way meeting between the student, supervisor and course
tutors. The supervisor may charge the student a fee for attending this three way
meeting. If the supervisor believes that these concerns are such that clients may be
placed at risk then s/he may also communicate these concerns to the agency.
Whenever possible the student should be informed of the intention to discuss the matter
with tutors and agency. A student does not have the right to veto such communication
between the supervisor, course and agency.

2) If the student has serious concerns about the supervisor the student
should raise these
concerns with tutors and the agency. Whenever possible the student should discuss
the concerns first with the supervisor. Supervisors do not have the right to veto such
communication.

3) Normally a student will be with the same supervisor for the duration of the course. An
initial “settling down/getting to know you” period will be allowed during which the student
may change supervisor without necessarily discussing matters with tutors. After three
months the tutors and the agency should be informed in writing, by the student and/or
supervisor, of an intention by either party to cease supervision. The reasons for
wanting to end should be stated. Tutors may explore further the reasons for ending the
relationship, especially if it is due to conflict between student and supervisor. A
collaborative learning statement should be completed at this stage and handed in to
tutors.

Section 6: Notes

Note 1: Clinical Responsibility

The expression clinical responsibility can have many different meanings. For the purpose of
this agreement clinical responsibility involves defining and implementing good professional
practice in counselling. This includes, for example, written procedures and clear lines of
communication that are to be followed on a day-to-day basis (e.g. keeping of records,
confidentiality, security for counsellor and clients etc.) and in emergency situations (e.g.
procedures to be followed if the counsellor has serious concerns for the client or others).
Clinical responsibility would also include appropriate and adequate arrangements for psychiatric
and medical consultation and referral. The student should be introduced to the elements of
good practice by the agency before s/he begins counselling.
Tutors are aware that many agencies in the process of setting up counselling services are unsure about the elements of good practice in therapeutic work. The tutors at Leeds Beckett are available for discussion on such matters, and can also offer more extensive consultancy (though a fee may be charged for this).

**Note 2: Assessment of Suitability of Clients for Trainee Counsellors**

The responsibility for assessing the suitability of clients for students is shared between agency and supervisor.

Agency pre-assessment of clients as being suitable for students is desirable whenever possible. We acknowledge however that in some agencies this is not possible and that the first meeting the student has with the client may also serve as an assessment of the suitability of the client for counselling/psychotherapy. Students should discuss all new clients with their supervisor and it is ultimately the supervisor’s decision as to whether or not it is safe for the student to begin or continue working with any particular client.

We are not seeking to be prescriptive about which clients the student can work with but suggest the following clients are likely to be unsuitable for student trainee counsellors especially in their first year:

- Clients who are actively suicidal or who have tried to kill themselves recently
- Clients at serious risk of other kinds of self-harm
- Clients who are out of touch with reality or have acute or long term mental illness
- Clients who are addicted to alcohol or non-prescribed drugs
- Clients who are struggling to contain/unable to contain powerful feelings (especially violence to self or other)

We also suggest that agency and supervisor bear the following questions in mind when assessing the suitability of clients for students:

- What issues is the student not yet in a position to work with? Either because of personal issues or experience/competency
- Does the presenting issue fit the time the trainee has available?

It is useful to recognise that students may require a great deal of support/help starting with clients during the first term or for their first 20 sessions.

Students at Leeds Beckett are not trained to work with young people. Consequently it is expected that clients will be aged 18 years or over. However if the agency consider the student to be qualified through other routes (e.g. trained teacher) then up to 20 of the required client hours could be completed with clients under 14-16 years of age.

It remains the responsibility of the agency to provide students with any knowledge and skills which are specific to this particular client group.
Section 7: Other Resources

For more information on counselling practice placements please see the resources below which are available from www.bacp.co.uk:

- Information sheet T3 – Guidance for Trainee Placements and
- BACP Ethical Framework
Dip HE Therapeutic Counselling &
PG Dip Counselling and Psychotherapy

Four-Way Agreement Form
2015/16

Students should submit a copy of this completed form prior to commencing placement to the Practice Learning & Employability Unit at counsellingplacements@leedsbeckett.ac.uk

It is the students’ responsibility to ensure that this agreement is completed and signed by themselves, their Supervisor, Placement Manager and Course Tutor and that all parties have a copy for their own records.

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<th>Student Name</th>
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<td>Student Email</td>
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<td>Name of Placement Organisation</td>
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<td>Name of Placement Manager</td>
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<td>Placement Address</td>
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<td>Manager Telephone Number</td>
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<td>Manager Email</td>
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<td>Placement Start Date</td>
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<td>Agreed Working Hours</td>
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<td>Name of Supervisor</td>
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<td>Name of Therapist</td>
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# Signatures

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<tr>
<th>1. Student</th>
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<tr>
<td>• I agree to undertake a practice placement with the afore named organisation and to abide by the terms of the Four Way Agreement</td>
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<td>• I understand that the university may be required to share my personal study information (for example attendance or completion details) with my Placement Manager</td>
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<th>2. Placement Manager</th>
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<td><em>Please tick the statement that applies to your placement offer and sign below.</em></td>
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<td>• I agree to provide a practice placement to the aforenamed student and to abide by the terms of the Four Way Agreement</td>
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<th>3. Supervisor</th>
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<td>• I agree to provide clinical supervision to the aforenamed student during their practice placement and to abide by the terms of the Four Way Agreement</td>
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<th>4. Course Tutor</th>
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<td>• I agree to facilitate the aforenamed student’s practice placement and to abide by the terms of the Four Way Agreement</td>
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To be uploaded prior to commencing placement.

Leeds Beckett University  
Faculty of Health & Social Sciences  
Counselling Placements Administrator,  
Practice Learning & Employability Unit  
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