Life Force
School of Counselling

Integrative Counselling Course Prospectus 2026-2027

BACP Accredited Course Programme

Awarded February 2005
Re-Accredited to Gold Book Standards
2010, 2015 & 2020

Levels 2, 3 & 4 LIFE-FORCE Certificated

A Professional Training & Recognised Qualification In Therapeutic Counselling For Working With Adults In One-to-One Therapy

Tel: 01604 947710

CONTENTS

	Pg.
1. Returning to Study	1
2. BACP Course Accreditation	2
3. Introduction to Integrative Approach	3
4. Entry Requirements	4
5. Application & Interview	5
6. Programme Overview	6
7. Level 2 Introduction to Counselling	8
8. Course Fees	10
9. Course Dates	11
10. Diploma Information Morning	12
11. School Open Afternoon	13
12. Level 3 Certificate in Counselling Skills	14
13. Level 4 Diploma in Integrative Counselling	16
14. Online Phone Therapy Module	19
15. Course Tutors	21
16. Course Management	24

RETURNING TO STUDY

Increasingly individuals are becoming aware of the needs for counselling therapy and the many positive benefits that derive from it. Counselling, at its best, can help an individual to change the course of their life. That is why, here at Life-Force School, we not only believe that it is crucial to offer the best training, but that in the process of training, students become more aware of their strengths, weaknesses and past problems. Experiential learning and support enable the student to learn in an enjoyable and safe atmosphere.

The LIFE-FORCE Centre building incorporates specialist training rooms that are comfortable and superbly equipped. Facilities for refreshments are readily available and a well-equipped, hygienic kitchen is available for lunches and tea breaks.

Course costs are included in the prospectus. Fees can be arranged to be paid monthly. In considering the study time commitment to the course, candidates should allow for at least double the amount of time on the course to be spent on personal study time.

BACP COURSE ACCREDITATION

The British Association for Counselling & Psychotherapy (BACP) is the largest and broadest professional body within the sector of counselling and psychotherapy. Its work is multifaceted in the field and this includes the accreditation of counselling training programmes who meet the definitive standards and criteria set by BACP. To attain this accreditation status is a formal recognition of high professional standards regarding course format, delivery, assessment methods plus policies and procedures.

Life-Force School of Counselling is an independent organisation that has been providing counselling training courses since 1995. The School has been delivering a BACP Accredited training course programme since 2005, and gained Re-Accreditation to BACP Gold Book Standards in 2010, 2015 & 2020.

Life-Force School is proud to be the first training organisation to have developed a course programme which successfully meets these new BACP 2009 training course criteria, and the School continues to be committed to the maintenance and raising of professional standards in the area of counselling training.

The School aims to be at the cutting edge of both course development, informed by evolving requirements, and course delivery which intends to achieve excellence in terms of training professional counsellors.

In pursuit of these goals the School provides a coherent structure for the delivery of the course programme, which includes an external moderation process and the certification of students who successfully complete each level of the course.

Students who successfully complete the Life-Force School Diploma in Integrative Counselling will graduate from a BACP Accredited Course and will have the required number of training hours to enable them to work towards individual counsellor BACP accreditation, for which they will need a minimum of 450hrs of supervised counselling practice, over a period of 3-5 years. Students will also be able to join the BACP Register of Counsellors and Psychotherapists which is a voluntary register that was opened early in 2013 and is overseen by the Professional Standards Authority for Health & Social Care. For further information visit the BACP website at www.bacp.co.uk

INTRODUCTION TO INTEGRATIVE APPROACH

The core model of the course is an integrative approach which is based on a humanistic client-led philosophy and practice informed by a theoretical integration of existential, psychodynamic and other theories to enrich the understanding of both human development generally and the dynamics of the therapeutic relationship. The holistic approach of the course emphasises the need for the integration of thinking, feeling and behaviour together with awareness of the social and cultural contexts of counselling.

An emphasis on the therapeutic relationship and empowerment of the client are seen as core to the process of therapeutic change at all times and we encourage our students to develop their own style of counselling within the core integrative model being offered.

During the Level 2 course, students are introduced to Egan's 3-stage model of counselling before then proceeding on to the Level 3 Certificate in Counselling Skills during which they study the humanistic approach from both a theory and skills perspective. At Level 4, students go on to explore and integrate other existential models and by developing an increasing understanding of a range of other theoretical approaches, theories and therapeutic practice, they are led towards developing their own integrated approach wherein humanistic interventions are progressively informed by a growing understanding of counselling theory and the process of counselling itself. Throughout the course, the student will experience the process of counselling, both as a counsellor and as a client and during Level 4, having undertaken an extensive practical placement working with clients, the student can become a fully qualified counsellor by attaining a Diploma in Integrative Counselling.

During the training period, students will have a rich learning experience as they will be taught by different tutors all of whom are qualified counsellors practising in a variety of therapeutic approaches. The course is mostly experiential; taught in a creative, challenging and interactive way and double-staffed throughout, aside from the PD Group held during both years of the Level 4 Diploma Course.

The teaching team considers professional practice to be a key component of counselling training and to be the future success of all qualified counsellors. Emphasis is also placed on students assuming self-responsibility in their general approach to their learning experience and meeting coursework requirements.

ENTRY REQUIREMENTS

Open Access at All Three Levels

No previous experience or qualifications are needed to apply for Level 2.

Equal Opportunities

Candidates from all backgrounds are welcomed as we believe students with diverse cultural experiences enrich the learning environment. Students will be treated and valued equally and with recognition of the differences of race, gender, sexual orientation, age and where possible, disability. The Centre has limited disabled access and facilities.

Age Limit

Candidates applying to join at Level 2, 3 or 4 must be at least 21 years old.

Residential Weekend Attendance

Candidates applying for Level 3 and Level 4 must ensure they are able to attend the residential training weekend by checking the course dates prior to application. Students who do not attend the residential weekend without extenuating circumstances, supported by written medical evidence, will fail the course. Expectant and nursing mothers should read the relevant policy on the Life-Force School website.

English Language

Prospective students must be able to meet the English language entry requirements (see Course Application Form on School website).

I.T. Skills

Candidates must have regular access to internet/email/printing facilities and sufficient I.T. skills to be able to create word processed documents, communicate online and undertake research via the internet.

References

At Level 3 and Level 4 candidates will need to supply 2 references, one professional from their previous counselling trainer and one personal. Reference Format Guidelines and the Training Reference Form can be obtained from http://www.lifeforce-centre.co.uk/admissions.html

Accreditation of Prior Learning (APL)

The School considers APL applicants for Level 3 or 4 who have been awarded counselling training certificates detailing 35 or 175 contact teaching hours respectively. This applies to Life-Force School students who have had time out from training and those who have trained with an alternative provider within the last 3 years. Distance learning does not meet this entry requirement. Details of professional and personal development during the interim time out and a statement of why they wish to resume counselling training is also required.

APPLICATION & INTERVIEW

Candidates can apply by following the School's Admissions Policy which requires applications to be made online by submitting a Course Application Form along with an A4 page detailing their reasons for wishing to attend the course. There is no automatic right of entry between levels.

At Level 2 a group or personal interview and at Levels 3 & 4 a personal and group interview will be required prior to being offered a place on the course. Candidates will need to show they have the human qualities and potential that would enable them to become a responsible and capable therapist. They will also need to demonstrate interpersonal skills and a willingness to participate in the experiential work of the group.

At each level of the application process, candidates who are offered a place on any level of the course will be required to complete a confidential Medical and Learning Support Form, in order to identify any special learning needs they may have. Life-Force School can then determine whether or not appropriate and sufficient reasonable adjustments can be provided to create a suitably supportive learning environment, without which the offer of a place may need to be withdrawn. Therefore early disclosure of any medical conditions or learning disabilities is essential in order to ensure students will be clinically fit to practice and work with clients who may have a range of psychological needs. Students who have a history of mental health problems may be required to obtain a signed Fitness to Practice form from their GP prior to the start of their clinical placement.

Successful candidates will also need to complete a Life-Force School Criminal Convictions Disclosure Form which requires disclosure of any prior disciplinary proceedings, criminal convictions, and current criminal allegations, any of which may not necessarily result in being unable to complete the course programme. The decision as to whether the candidate is suitable to provide a health care service to vulnerable adults will be determined by the nature of the disclosure, as well as the circumstances and background of the offence. Before applying candidates who have any such disclosures to make, must check with BACP that they would still be eligible for individual BACP student membership. They will also be required to obtain a DBS Enhanced Certificate prior to applying for the next step of the course programme. Also Level 4 students will need to provide a DBS Enhanced Certificate, prior to commencement of clinical placement. A copy of the Life-Force School DBS Enhanced Certificate & Safeguarding Policy is available upon request.

Life-Force School reserves the absolute right to refuse admission onto a course or to request that a student discontinues, where this is deemed necessary.

PROGRAMME OVERVIEW

The course is presented as 11 units which are divided into four areas of learning and assessment covering theory, professional practice, skills and personal development. These are the foundation of the programme and are therefore developed throughout the three year training.

Life-Force School acts as a support system for its students from registration to qualification. Students will receive regular individual tutorials throughout both Level 3 and Level 4 of the course programme.

Outline Structure of the Training Programme		**Duration**	**Hours**
Level 2	Introduction to Counselling	5 Days	35
Level 3	Certificate in Counselling Skills	1 Year	140
Level 4	Diploma in Integrative Counselling	2 Years	300
Counselling Course Total Contact Teaching Hours			475

Formally Assessed Written Course Work		
Level	**Assignment Title**	**Word Count**
Level 2	Learning Evaluation - Sections A & B	3,200
Level 3	Learning Evaluation - Sections A & B Essay Tape Analysis Personal Development Evaluation	3,400 3,000 2,500 2,000
Level 4	1st Learning Evaluation – Sections A, B, C & D 2nd Learning Evaluation – Sections A, B, C & D Research Presentation & Report Research Learning Statement Extended Essay Professional and Organisational Assignment Tape Analysis Placement Visit Assignment - Section B Client Case Study OPT Comparative Evaluation	4,000 4,000 3,000 2,000 5,000 4,000 2,000 2,000 4,250 4,000
Total Word Count		48,350

Level 2	**Introduction to Counselling**	**35 Delivery Hrs**	
Unit No.	Unit Title	**GLH**	**Student Learning**
1	Introduction to Theory & Professional Practice	15	30
2	Introduction to Skills & Personal Development	20	40
Student must complete both 2 units to achieve a pass in this qualification			

Level 3	**Certificate in Counselling Skills**	**140 Delivery Hrs**	
Unit No.	Unit Title	**GLH**	**Student Learning**
1	Understanding Counselling Theory	30	60
2	Understanding & Developing Professional Practice	35	70
3	Developing Counselling Skills	55	110
4	Personal Development · Personal Therapy	20 -	40 16
Student must complete all 4 units to achieve a pass in this qualification			

Level 4	**Diploma in Integrative Counselling**	**300 Delivery Hrs**	
Unit No.	Unit Title	**GLH**	**Student Learning**
1	Counselling Theory & Research Methodologies	60	120
2	Professional Practice	90	120
3	Advanced Counselling Skills	60	120
4	Personal Development · Personal Therapy	90 -	130 54
5	Counselling Placement & OPT Module · Individual Supervision · Client Work (Min. 100hrs)	- (50) -	180 - 100
Student must complete all 5 units to achieve a pass in this qualification			

LEVEL 2

INTRODUCTION TO COUNSELLING

35 hours

ENTRY REQUIREMENTS

The course is open access at this level, and applicants should check the course dates and ensure they can attend all 5 days. Prospective students should be aware, that the course involves experiential learning and self-awareness exercises, that will be demanding of self in interaction with others. This will be explained at the individual interview.

Prospective students should be aware that this level of the course is not intended to train counsellors and that the student will not be qualified to practice as a counsellor on completion of this course, or even claim to be competent in the use of counselling skills.

AIMS

a) To acquaint students with counselling processes and experiential learning.
b) To introduce students to personal growth work and an understanding of its place in counselling training.
c) To raise awareness of what counselling is and is not, how its use is appropriate, and the basic ethics and responsibilities involved.
d) To introduce students to basic counselling skills that can be used to improve their communication processes.

OBJECTIVES

By the end of the course students will be able to demonstrate:

a) Increased self-awareness, both personally and professionally, especially with regard to helping relationships.
b) An understanding of what professional counselling involves, including the ethics and code of practice of the professional counsellor, with an emphasis on confidentiality and professional boundaries.
c) An awareness of their own limitations and knowledge of appropriate referral resources.

d) A knowledge of further counsellor training available and an understanding of the central role of personal growth work in training, as well as an understanding of the implications for self of such work.
e) An awareness of the distinctiveness of the counselling approach, including the inherent inequality of power in the counsellor/client relationship.
f) An understanding of the basic counselling process including the basic skills of developing trust, active listening and attending, empathy, reflecting and summarising, focusing, challenging and enabling change.
g) A knowledge of anti-oppressive counselling practice.

ASSESSMENT

Assessment is based on the following:

a) A Personal Journal and Learning Evaluation
b) On-going assessment of Skills and Self-Development
c) A Final Skills Practical Assessment
d) Attendance 100% (min 80% in extenuating circumstances)

END RESULT

At the end of an introductory counselling course successful students:

a) Will have a basic understanding of the counselling relationship and what counselling is about to compare and contrast with other forms of helping.
b) Will have some basic skills of listening and responding and also interpersonal skills which will improve further their own communication processes.
c) Will understand more clearly what counselling training entails and be able to make a more informed choice as to whether or not she or he wants to undertake further counselling training, e.g., a Level 3 course.
d) Provided they fulfil and pass the assessment criteria, will be awarded an **INTRODUCTION TO COUNSELLING, Life-Force School Certificated.**

COURSE FEES & COSTS

Introduction to Counselling - Duration 10 weeks - 35 hours

Total tuition cost £755

Application/Interview fee £100 + £655 payable 2 weeks prior to course start date.

Certificate in Counselling Skills - Duration 1 year - 140 hours

Total tuition cost £4,192 including £1117 for the residential weekend.

Application/Int fee £100 + Registration fee £135 + £495 x 1 + £346.20 x 10

Diploma in Integrative Counselling - Duration 2 years - 300 hours

Total tuition cost £8,626 including £2,384 for two residential weekends.

Application/Int fee £100 + Registration fee £135 + £494.25 x 2 + £352.50 x 21

Total Tuition Cost of Course Programme - £13,573 (including VAT)

Application & Interview Fees

The £80 application fee is non-refundable for withdrawn/unsuccessful applications and the £20 interview fee is non-refundable post interview for both successful and non-successful applicants. The registration fee covers student registration, course handbooks, quality assurance and moderation fee. The remaining payment can be either settled in full at the beginning of the course or made by monthly instalments, as long as the last payment is by the last date of the course.

NB. Residential fees may be subject to increases due to rises in hospitality costs.

Additional Costs

During the course students might want to purchase some books, which will be an additional expense. However extensive handouts are provided covering all the subjects being taught on the course, either by email or via the Life-Force School website, which will need to be printed by the student at their own expense, along with the cost of printing assignments. The School Library contains all the core texts and suggested reading as identified for each unit.

The candidate should also take into account the costs for Personal Therapy during Level 3 and the costs for a DBS Enhanced Certificate, BACP Membership, Professional Indemnity Insurance, Supervision and Personal Therapy during Level 4.

During the Diploma if the student misses one or both of the Online Phone Therapy (OPT) training days then the student needs to make these up by attending a catch up session(s) with the course leader. The student is required to pay £180 per day (inc. VAT) to cover this additional training.

The School does not provide IT facilities and applicants must therefore have access to their own computer, printer and internet in order to undertake the training programme.

COURSE DATES 2026-2027

LEVEL 2 - INTRODUCTION TO COUNSELLING
Pre-course Interview
13 Sept **2026,** 2 May **2027 -** 9:00am - 3:00pm

5 Sundays Fortnightly 9:30am - 5:30pm

1. **2026 -** 27 Sept 11 & 25 Oct 8 & 22 Nov
2. **2027 -** 16 May 6 & 27 June 11 & 25 Jul

NB. Selection for entry onto Level 3 is made from the above Level 2 courses, on the Level 3 interview day.

LEVEL 3 - CERTIFICATE IN COUNSELLING SKILLS
Pre-course Interview
Saturday 5 December 2026 - 9:00am - 6:00pm

18 Saturdays 9:30am - 5:30pm
2027 - 9 & 23 Jan & 6 & 20 Feb
6 & 20 Mar & 17 Apr & 1 & 15 May & 5 June
Residential 18-20 June 2027 5pm - 6pm
26 June & 10 & 24 July & 25 Sept
9 & 23 Oct & 6 & 20 Nov

LEVEL 4 - DIPLOMA IN INTEGRATIVE COUNSELLING
Pre-course Interview
Sunday 6 December 2026 - 9:00am - 5:00pm

19 Saturdays 9:30am - 5:45pm
2027 - 16 & 30 Jan & 13 & 27 Feb & 13 Mar
10 & 24 Apr & 8 & 22 May & 12 June
Residential 18-20 June 2027 5pm - 6pm
3 & 17 July & 4 & 18 Sept
2 & 16 & 30 Oct & 13 & 27 Nov

Level 4 Year 2 2028 - Dates available upon request or on registration

SCHOOL OPEN DAY

INFORMATION MORNING

DIPLOMA IN INTEGRATIVE COUNSELLING

Saturday 12th September 2026

10.00am - 12.00pm

Life-Force School of Counselling invites eligible applicants to this Level 4 Diploma Integrative Counselling Information Morning.

This session is open to the following applicants who are interested in applying for direct entry onto the Counselling Training Programme at Diploma level:

- Current Life-Force School Level 3 students
- Past Life-Force School students who hold a Level 3 Certificate in Counselling Skills awarded within the last 3 years
- External Accreditation of Prior Learning (APL) applicants who hold counselling training certificates, totalling a minimum of 175 contact training hours, awarded within the last 3 years

This morning provides the opportunity for interested applicants to:

- Meet the Course Director and Level 4 tutor(s) ask questions about the course content & delivery, including course assignments
- View the course handbooks, course overview and theory content
- Find out more about the personal therapy, placement and individual supervision requirements
- Get more details about the Level 4 residential venue and experiential weekends which take place mid-June each year
- Visit the LIFE-FORCE Centre and see if they would like to undertake a professional Diploma in Integrative Counselling with the Life-Force School

As places are limited please pre-book by e-mailing the Course Director on: info@lifeforce-counsellingschool.co.uk

Once a place has been confirmed, please arrive 9.45am for a 10.00am start.

LEVEL 4 APPLICATION CLOSING DATES

APL Applicants - Closing Date 09/10/2026

Prior & Current L-F Level 3 Learners - Final Closing Date 06/11/2026

N.B. Late APL Applicants - Final Closing Date 06/11/2026

SCHOOL OPEN DAY

OPEN AFTERNOON
INTRODUCTION TO COUNSELLING
CERTIFICATE IN COUNSELLING SKILLS

Saturday 12th September 2026

1.00pm - 3.00pm

Life-Force School of Counselling invites interested applicants to this Level 2 & Level 3 Counselling Courses Open Afternoon

This session is open to anyone who is interested in training to become a professional qualified counsellor.

- For Level 2 no previous counselling training necessary
- Open access at Level 3 and Level 4
- Level 3 & 4 previous counselling training recognised

This afternoon provides the opportunity for potential applicants to:

- Meet the Course Director and ask questions about the course programme and the content of Level 2 & Level 3
- View the course handbooks, course overview and theory content
- Find out more about the practical aspect of the course and personal therapy requirements
- Get more details about the Level 3 residential venue and experiential weekend which takes place mid-June each year
- Visit the LIFE-FORCE Centre and see if they would like to undertake counselling training with the Life-Force School

As places are limited please pre-book by e-mailing the Course Director on: info@lifeforce-counsellingschool.co.uk

Once a place has been confirmed, please arrive 12.45am for a 1.00pm start.

LEVEL 2 APPLICATION CLOSING DATE
All Applicants - 5 working days before course Interview Day
LEVEL 3 APPLICATION CLOSING DATES
APL Applicants - Closing Date 09/10/2026
Prior & Current L-F Level 2 Learners - Final Closing Date 06/11/2026
N.B. Late APL Applicants - Final Closing Date 06/11/2026

LEVEL 3

CERTIFICATE IN COUNSELLING SKILLS

140 hours including one residential weekend

ENTRY REQUIREMENTS

Those wishing to enter a Level 3 course must ensure they can attend all the course dates including the Residential. They also need to satisfy the following entry requirements:

a) Successful completion, within the last 3 years, of the Life-Force School Level 2 Course, or an equivalent level of counselling training totalling 35 hours. Evidence will be required in the form of certificates, relating to attendance, quality of the course and methods of assessment. Please note distance learning does not meet the entry criteria.
b) At the group and individual interview, satisfy the course tutors of their suitability for and commitment to this level of the training programme.
c) Outside applicants and Life-Force School students who have had time out from training will be required to attend an APL interview.

AIMS

a) To further develop self-awareness and reflect on how life experiences may facilitate or impede the counselling skills process.
b) To increase knowledge, skills and awareness of the counselling skills interaction and process, and the inherent structural inequality in the process.
c) To increase student understanding of the tasks, processes and dynamics of the learning group and the impact the group has on personal and professional development.
d) To enable students to recognise and use a complete set of core counselling skills within the framework of the humanistic counselling model.
e) To understand and operate, as appropriate, within the framework of the humanistic model of counselling.

OBJECTIVES

By the end of Level 3 students will be able to demonstrate:-

a) An ability to reflect constructively on themselves and their own experience and also on their interactions with individuals and groups through exposure to personal and professional growth processes.
b) A respect for other people's views, attitudes, belief structures and cultures, with particular respect to those who are disadvantaged in society by reason of class, race, religion, disability, age, gender or sexual orientation.
c) A commitment to anti-oppressive and non-discriminatory use of counselling skills.

d) An acceptance of and commitment to the ethics and code of practice for the use of counselling skills.
e) An understanding of the differences between a counsellor and a person who uses counselling skills.
f) A working understanding of the humanistic theory of counselling
g) An ability to use counselling skills in their own settings, appropriately and with sensitivity.
h) An awareness of other models and ways of working and of the need to avoid the danger of using techniques based on limited understanding.
i) To value and make use of supervision in their own practice in which they use counselling skills, but are not counsellors.

ASSESSMENT

Assessment is based on the following:

a) A Personal Journal and Learning Evaluation
b) On-going Skills Development, including a Tape Analysis of skills, with a peer client
c) Two Personal Development Reflective Statements
d) An Essay considering practice, theory and self-development
e) A Final Skills Practical Assessment
f) Evidence of 16 hours of Weekly Personal Therapy. Fees for this range from £40-£50 a session, see page 19 point g) for further information.
g) 100% attendance (min 80% in extenuating circumstances)

END RESULT

At the end of a Level 3 Counselling Skills Course successful students:

a) will be able to use competently and effectively a range of counselling skills within a paid or voluntary helping relationship.
b) will subscribe to the current BACP Ethical Framework relating to the use of counselling skills.
c) will recognise that they are not trained as qualified counsellors.
d) will have the basic knowledge, skills and attributes to undertake a Level 4 counselling course.
e) provided they fulfil and pass the required assessment criteria, will be entitled to receive a **CERTIFICATE IN COUNSELLING SKILLS, Life-Force School Certificated.**

LEVEL 4

DIPLOMA IN INTEGRATIVE COUNSELLING

300 hours including two residential weekends, spread over two years.

ENTRY REQUIREMENTS

For the purpose of validation those wishing to enter study at Level 4 must ensure they can attend all the course dates including the Residential. They also need to satisfy the following entry requirements:

a) Successful completion, within the last 3 years, of a Life-Force School Level 3 Course, or an equivalent level of counselling training totalling 175 hours. Evidence will be required in the form of certificates, relating to attendance, quality of the course and methods of assessment. Please note that distance learning does not meet the entry criteria.
b) At the group and individual interview, satisfy the course tutors of their suitability and ability to undertake a course requiring an in-depth study of the philosophies and rationale of integrative counselling.
c) Outside applicants and Life-Force School students who have had time out from training will be required to attend an APL interview.

AIMS

a) To raise students' awareness of how their own particular experience of life may influence the counselling process, both positively and negatively.
b) To consolidate the use of the basic skills acquired at Level 3 and to expand the range of skills.
c) To understand more about the theoretical background to the different counselling models. To acquire an in-depth understanding of the integrative model of the course, which is based on a humanistic-existential foundation, combined with elements of the psychodynamic approach, and which emphasises the therapeutic relationship as the source of growth and change.
d) Students will examine two further models (cognitive-behavioural and Gestalt), in order to contrast, compare and complement the in-depth understanding of the integrative model of the course.
e) To deepen students' understanding of anti-oppressive and non-discriminatory counselling and their commitment to a recognised code of practice and ethics for counsellors.
f) To understand, accept and be committed to regular supervision of their counselling practice.
g) To recognise the need for and be committed to ongoing professional and personal development and learning.

OBJECTIVES

By the end of Level 4 students will be able to demonstrate:

a) An ability and commitment to practise as a competent professional counsellor who values and uses regular structured supervision.
b) That they have worked sufficiently on their own material to be aware of its possible influence on their own counselling practice and be committed to continued personal and professional growth through the appropriate use of supervision and training.
c) An ability to conceptualise case material arising in the counselling process, i.e. they should not work in a purely intuitive fashion.
d) An ability to use the counselling relationship itself as a vehicle for change.
e) An ability to use consistently a predetermined set of skills including those outlined for Level 3.
f) An ability to respect and accept other people's views, attitudes, belief structures and cultures.
g) An in-depth understanding of the integrative model of counselling.
h) An understanding of the two other models of counselling to inform, contrast and complement the in-depth understanding of the main model.

PROFESSIONAL AND PERSONAL DEVELOPMENT

a) The student will be required to obtain a DBS Enhanced Certificate prior to starting their clinical placement. Some agencies may provide this, alternatively, applications can be made via Life-Force School office at a cost of £76 (incl VAT)
b) The student is required to become a student member of BACP at the start of the Diploma Course. The current student BACP membership fee is £94 per year or is a reduced fee of £47 if in receipt of state benefit.
c) The student is required to take out individual professional indemnity insurance, the cost for this is approximately £55 per year.
d) The student is required to complete a minimum of 100 hours of client counselling practice during the two year Diploma Course in a placement setting. The work must be a majority of face-to-face practise with adults over 18 years of age, but can be blended with remote counselling. Students will need to find their own placements. However a list of previous placements is available. Placements normally commence after Easter in the first year of the Diploma course. All clinical placement clients hours will count towards individual BACP accreditation.

e) The Student is required to complete a minimum of 1 hour supervision per fortnight during the period of the Diploma Course. Supervision must commence at the same time as client work, or preferably, just before. A Directory of Life-Force School Approved Supervisors is available. The approximate cost for supervision ranges from £40 to £60 per session.

f) The student is required to actively participate in an on-going personal development group during year two of the Diploma Course. The group is facilitated by an outside qualified experienced counsellor, who has no other involvement in the course programme.

g) The student is required to complete a minimum of 54 hours of individual personal therapy during the two year diploma course. Previous therapy hours do not count for this. Also the student must complete at least 16 sessions of their own personal therapy before commencing client work (previous counselling within the last year does count for this). Students can choose their own counsellor whose therapeutic approach must be in line with the integrative core model of the course programme and whose qualifications and training meet course requirements (see Course Handbook or ring the office for further information). For confidentiality reasons the student must ensure the counsellor they wish to work with is not providing counselling to any of their peers from the same training course cohort. The student should also ascertain the name of their counsellor's supervisor, as they will need a different personal supervisor for their own clinical practice. The approximate cost for therapy ranges from £40-£50 per session. A full counselling service is available at the LIFE-FORCE Centre where the office aims to provide a student service from £40 per session. The students personal therapy hours will count towards individual BACP accreditation requirements.

NB. Any outside applicants that APL onto the diploma course who have not completed the 16 hours of personal therapy requirement, will need to complete 70 hours during the two year course.

ONLINE PHONE THERAPY (OPT) MODULE

The Level 4 Diploma is primarily a face-to-face training course, however the Counselling Placement incorporates an OPT Placement Module which is delivered online via Zoom over 2 course training days.

AIMS & OBJECTIVES

a) To enable students to prepare for and to practice remote counselling either by telephone or online, during their clinical placement, if the situation requires e.g. lockdown, the need to self-isolate or a placement requirement.
b) To deliver the BACP OPT Training Curriculum Option 1, Subject Areas 1-11
c) To enable the student to develop and implement professional practice competences according to the BACP OPT Competence Framework.

WORKING REQUIREMENTS

a) Reliable internet connection, suitable devices and the technical ability to work online via Zoom.
b) A private space to attend online training days.
c) A private, neutral, quiet and dedicated room at home or on the placement premises, free from interruptions and fully confidential for client work.

ASSESSMENT

Assessment is based on the following:

a) 100% attendance at the 2 online course training days.
b) Pre-placement Telephone Counselling Skills Assessment.
c) Pre-placement Online Counselling Skills Assessment.
d) OPT Placement Portfolio.
e) Comparative Evaluation.

CLINICAL PRACTISE

Students complete a 100 supervised client hours, of which a minimum 51+ must be face-to-face hours with a maximum 49 hours of remote practise.

Students can complete the 100 client hours face-to-face and do NOT need to undertake any OPT practise to pass the course.

ASSESSMENT

100% attendance (min 80% in extenuating circumstances).

Assessment is based on the following:

Year 1

a) Pre-placement Skills Assessment
b) On-going Journal and Learning Evaluation
c) Evidence of 16 hours of Weekly Personal Therapy
d) Placement Assignment and Placement Portfolio
e) Tape Analysis of skills on a session with a peer client
f) Research Project
g) Personal Development Group Peer Witness Statement

Year 2

a) Professional and Organisational Assignment
b) Extended Essay
c) On-going Journal and Learning Evaluation
d) Client Case Study based on work with a real client
e) Personal Development Group Peer Witness Statement
f) Evidence of 54 hours of Weekly Personal Therapy
g) Placement Portfolio

END RESULT

At the end of a Level 4 Counselling Course, successful students:

a) Will be able to practise as a competent qualified counselling practitioner eligible to start meeting the requirements for full individual accreditation by the British Association for Counselling & Psychotherapy.
b) Will subscribe, as a minimum, to the current BACP Ethical Framework for Good Practice of Counselling and Psychotherapy.
c) Provided they fulfil and pass the required assessment criteria, will be entitled to receive a **DIPLOMA IN INTEGRATIVE COUNSELLING, LIFE-FORCE Certificated.**

QUALIFICATION

Upon successful completion of the three year programme, the Life-Force School graduate will hold a Diploma in Integrative Counselling which qualifies her/him to work with individual adults over 18 years of age. The graduate counsellor will be competent to work in a variety of setting including agencies, GP surgeries, medical settings and independent practice.

COURSE TUTORS

LEVEL 4: SATURDAY COHORT

Course Leader - Tobie Glenny Registered MBACP (Accred)
PG Cert. Education, Dip. Integrative Counselling, Cert. Couples Counselling
Tobie completed a Diploma in Integrative Counselling at Life-Force School in 2014 and obtained BACP Accreditation in 2018. Since qualifying as a counsellor he has been a member of the LIFE-FORCE team. His busy practice involves providing therapeutic counselling to adults, children, families and couples. He has over 20 years teaching experience and is committed to high ethical standards based on a research-led reflective clinical practise.

Co-Tutor - Nileema Conlon Vaswani MBACP (Accred)
PhD Medical Ethics, Dip. Integrative Counselling, Cert. Couples Counselling
Nileema qualified as an integrative counsellor in 2014 after completing her training at the Life-Force School. She then went on to achieve BACP accreditation in 2016. Nileema holds certificates in couples counselling, telephone counselling, and in supervision for the helping professions. She also has a background in Medical Ethics, Philosophy and Psychology. Her counselling work has involved developing and providing various CPD courses for qualified counsellors. From her own personal experience Nileema knows that counselling can be life-changing and therefore believes that it should be as accessible as possible to all those seeking help.

PD Group Facilitator - Pam Evans Registered MBACP (Accred)
Dip. Integrative Counselling, BSc Hons Integrative Counselling
Pam completed a Diploma in Integrative Counselling at Life-Force School in 2013. After further study she obtained a BSc (Hons) in Integrative Counselling in 2014 and her BACP accreditation in 2016. Pam has established a busy private practice in Suffolk and has worked in specialist organisations providing counselling services for those affected by domestic abuse and addiction.
The theory underpinning Pam's work is derived from a humanistic model and she is confident that her integrative and relational approach recognises and responds to human complexity and diversity. She finds this way of working enables the integration of life experiences, for both herself and others, on the journey to wholeness. Pam believes that continuing professional and personal development is a significant part of this integration.

COURSE TUTORS

LEVEL 3:

Course Leader – Glenn Robinson UKCP Registered
BSc. Integrative Psychotherapeutic Counselling, Dip. Integrative Supervision, Cert. Couples Counselling, PG Gestalt Psychotherapy
Glenn is an Integrative Counsellor and Supervisor with over 20 years' experience of practice within private and agency settings, working with individuals, couples and groups.
Since qualification in 2004, further study has included in Gestalt Psychotherapy, Internal Family systems and Couples work, and much of his professional life has been dedicated to understanding and working with addiction and domestic abuse. Most recently he developed and facilitates The Venta Programme. This is a 16-week intervention, aimed at preventing abusive behaviours within intimate partner relationships. He delivers this and The REALationships Programme on a weekly basis in Suffolk, and both reflect his commitment to understanding the complexity of relationships from a range of therapeutic perspectives.
His overall approach is rooted in a humanistic, present-centred and relational ethos, parallelled by psychodynamic thought. He brings both an experiential and educative approach to his work as a tutor.

Co-Tutor – Jane Allen Registered MBACP
PGDip. Counselling & Psychotherapy, Advanced Cert. in Clinical Supervision
Jane qualified from the University of East London as an Integrative Counsellor in 2017, having previously trained as an Osteopath. She has worked extensively with loss and bereavement, having volunteered and then worked in the bereavement team for a local hospice. Currently she works as a Counselling Manager for a charity offering specialist counselling for pregnancy and baby loss. She also has a private practice which gives her experience of a wide range of issues affecting people in their everyday lives. Her approach is warm and compassionate, and she uses all her knowledge and skills to give a bespoke approach for each client. She believes that her life experiences and training will add value to each student's learning.

COURSE TUTORS

LEVEL 2:

Course Leader - Pam Evans Registered MBACP (Accred)
Dip. Integrative Counselling, BSc Hons Integrative Counselling
Pam completed a Diploma in Integrative Counselling at Life-Force School in 2013. After further study she obtained a BSc (Hons) in Integrative Counselling in 2014 and her BACP accreditation in 2016. Pam has established a busy private practice in Suffolk and has worked in specialist organisations providing counselling services for those affected by domestic abuse and addiction.
The theory underpinning Pam's work is derived from a humanistic model and she is confident that her integrative and relational approach recognises and responds to human complexity and diversity. She finds this way of working enables the integration of life experiences, for both herself and others, on the journey to wholeness. Pam believes that continuing professional and personal development is a significant part of this integration.

Co-Tutor - Susannah Purtell Registered MBACP (Accred)
Dip. Integrative Counselling, Cert. Supervision, Cert. HIV Counselling
Susannah qualified as an Integrative Counsellor at Life-Force School in June 1999. She worked as a Level 2 Course Leader and Level 3 Co-Tutor for several years before rejoining the tutor team in 2022. She was also a Team Member of the LIFE-FORCE Counselling Service and went on to gain her individual BACP accreditation in 2003 and senior accreditation in 2009. She is currently a BACP Focus Group member. After many years of working for the NHS in sexual health, she now concentrates on her private practice. She is an EAP Affiliate Counsellor for two national counselling resources and is also an experienced therapeutic supervisor. Her approach is client- focused and integrative and she believes a warm humanistic environment is key to client development and experiential student learning.

COURSE MANAGEMENT

COURSE DIRECTOR & PLACEMENT CO-ORDINATOR
Katrina Fassnidge Registered MBACP
BSc Law & Computing, Dip. Psychodynamic Counselling

Katrina qualified as a Humanistic Psychodynamic Counsellor in 2022 with the Leicester Centre of Psychodynamic Counselling where she is part of the qualified counselling team and fully committed to her clinical practice and the therapeutic process. She initially started her counselling training journey with the Life-Force School of Counselling where she completed the Level 2 in 2016 and the Level 3 in 2017.

Prior to this, Katrina completed a Law & Computing degree in 1996 and is an active member of IWFM. She qualified as a Facilities Manager in 2016 whilst working for the NHS in Prison Health from 2009 – 2017. Having a City & Guilds Qualification in Adult Education means Katrina has a keen interest in counselling development and training. She took over the School as Course Director from March 2019 and is fully committed to maintaining the Course Programme BACP accreditation status to Gold Book Standards. She has extensive working knowledge and experience of a wide range of legislation including equal opportunities, health & safety, risk management, complaints, human resources and General Data Protection Regulations. She oversees the co-ordination of the students' placement and supervision approvals and arrangements including checking and signing their placement portfolios. She is not however involved in student selection and assessment outcomes.

DEVELOPMENT MANAGER
Nicole Joyce Registered MBACP (Accred)

Nicky qualified as a Person-Centred Counsellor in 1992 and achieved her individual BACP accreditation in 1996. She founded the LIFE-FORCE Centre in 1990 and established the Life-Force School of Counselling in 1995. After much development, the Counselling Course Programme initially gained BACP accreditation in February 2005 and subsequently was the first to achieve course re-accreditation to Gold Book Standards in 2010 and then again in 2015. She currently provides professional managerial support and consultation to the Course Director.

COURSE SUPERVISOR
Rachel Knox Registered MBACP, Accredited Registrant NCPS

LIFE-FORCE
School of Counselling



COURSE DIRECTOR:
Katrina Fassnidge

CORRESPONDANCE ADDRESS:
91 Weggs Farm Road
Duston
Northampton
NN5 6HZ
Tel: 01604 947710

DEVELOPMENT MANAGER
Nicole Joyce

COURSE SUPERVISOR
Rachel Knox

VENUE ADDRESS:
3 East Hill
Colchester
Essex
CO1 2QL
Tel: 01206 791661

EMAIL ADDRESS: info@lifeforce-counsellingschool.co.uk

WEBSITE: www.lifeforce-counsellingschool.co.uk

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