



Bedonwell Counselling

QUALITY MANUAL

POLICIES AND PROCEDURES

Registered Company No: 08200765:

UK Registered Training Provider: 10038564: **ABC Awards Accredited Centre No:** 2671

Registered Address: The Block, 65-69 Tontine Street, Folkestone, Kent. CT20 1JR

Email: info@bedonwellcounselling.co.uk **Contact No:** 01303 244141

Website: www.bedonwellcounselling.co.uk

Updated 16.7.18

CONTENTS

- Health and Safety policy
- Data Protection policy
- Computer, printer, email and Office 365 acceptable use policy
- Equality and Diversity
- Complaints Procedure
- Academic Appeals Procedure
- Malpractice, Maladministration and Plagiarism
- Safeguarding Children and Vulnerable Adults
- Course design and Development Policy and Procedure
- Course Approval Process
- Quality Assurance Procedures
- Internal Moderation
- The Assessment Process
- Monitoring Learner Progress
- Initial Student Assessment
- Induction
- Record Keeping
- Policy Statement

HEALTH & SAFETY POLICY

Compliance with the Health and Safety legislation (1974) is the responsibility of the course tutor concerned at each venue.

In all of our hired premises, the appropriate health and safety certificates will be inspected by the students before the rooms are used.

There is an obligation on all staff and learners to abide by health and safety legislation, and to alert the appropriate person of any problems encountered. All tutors and students will be advised of any changes to health and safety regulations at the venue concerned.

FIRE SAFETY

Foam and Carbon Dioxide Fire Extinguishers and fire alarms are located and signed on each floor of the building.

All doors in the building are fire doors and are to be kept closed and unobstructed.

In the event of a fire exit should be made via the main staircase, the lift must not be used. Any disabled person in the building will be assisted by the Incident Control Manager or their designated Deputy.

Once evacuated, report to the Assembly Point in the car park at the rear of the Quarterhouse in Mill Bay.

FIRST AID FACILITIES

A First Aid box is located on the wall in the Tutor Room.

Caroline Stacey is the designated First Aider and has attended training with St John's ambulance.

DATA PROTECTION POLICY

Bedonwell Counselling Associates Ltd needs to collect and use information about the Data Subjects who we come into contact with in order to carry on our work. This information must be collected and dealt with appropriately– whether on paper, electronically, or recorded on other material - and there are safeguards to ensure this under General Data Protection Regulation 2018.

Data Controller

Bedonwell Counselling Associates Ltd is the Data Controller under the Act, and will determine what purposes the information held will be used for.

It is also responsible for notifying the Information Commissioner of the data it holds or is likely to hold, and the general purposes that this data will be used for.

Disclosure

Bedonwell Counselling Associates Ltd is unlikely to share data with other organisations, but in circumstances where this is required, the Data Subject will be made aware how and with whom their information will be shared.

There are circumstances where the law allows Bedonwell Counselling Associates Ltd to disclose data without the data subject's consent; these are:

1. Carrying out a legal duty as authorised by an appropriate legal officer
2. The Data Subject has already made the information public
3. Conducting any legal proceedings, obtaining legal advice or defending any legal rights

Bedonwell Counselling Associates Ltd places great importance on the correct treatment of personal information as a key element in the success of our working relationships, and in maintaining the confidence of those with whom we deal. Bedonwell Counselling Associates Ltd intends to ensure that personal information is treated lawfully and correctly.

To this end Bedonwell Counselling Associates Ltd will adhere to the Principles of the General Data Protection Regulation 2018.

COMPUTER, PRINTER, EMAILS AND OFFICE 365 ACCEPTABLE USE POLICY

COMPUTERS & LAPTOPS

- The setting up of individual user areas with password protection will be the responsibility of the admin team. Individual user areas will have the passwords stored with the admin team
- User areas on Bedonwell Counselling computers will be checked and cleaned up annually by the admin team
- Only files appertaining to Bedonwell to be saved to Bedonwell Counselling computers
- No files relating to Bedonwell Counselling to be stored on any personal computers or on-line storage such as Dropbox etc. (See Bedonwell Counselling One Drive below)
- For security and protection, all users to log out of their user area on completion of their work

PRINTING

- Students can photocopy relevant material using the printer in Training room 1
- Tutors can print any relevant additional material via the printer in Training room 2
- The printer in the office is for admin use

EMAILS

- All users will be assigned a Bedonwell counselling email address and password that can be accessed on-line via Office 365
- All correspondence with students and any email relating to Bedonwell Counselling to be made via the assigned Bedonwell email address
- All student assignments to be sent via email to assignments@bedonwellcounselling.co.uk

ONE DRIVE

- All users will be assigned a Bedonwell counselling username and password that can be accessed on-line via Office 365
- All tutor assessments of student assignments to be uploaded on to the relevant area of the Bedonwell Counselling One Drive
- The admin team will assign shared access to users accordingly to relevance
- Training materials distributed to students must be uploaded to One drive. Requests for printing of these materials to be made in advance to the admin team by Thursday each week and will be printed ready for distribution for the following week.

EQUALITY & DIVERSITY POLICY

Bedonwell Counselling Associates is committed to eliminating discrimination and encouraging diversity amongst our workforce. Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best.

To that end the purpose of this policy is to provide equality and fairness for all in our employment and not to discriminate on grounds of gender, marital status, race, ethnic origin, colour, nationality, national origin, disability, sexual orientation, religion or age. We oppose all forms of unlawful and unfair discrimination.

All employees, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

Our commitment:

- To create an environment in which individual differences and the contributions of all our staff are recognised and valued.
- Every employee is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- Training, development and progression opportunities are available to all staff.
- Equality in the workplace is good management practice and makes sound business sense.
- We will review all our employment practices and procedures to ensure fairness.
- Breaches of our equality policy will be regarded as misconduct and could lead to disciplinary proceedings.
- This policy is fully supported by senior management.
- The policy will be monitored and reviewed annually

MONITORING ETHNICITY

How would you describe yourself? Choose ONE section from A to E, and tick the appropriate box

A) White

British

Irish

Scottish

English

Welsh

Any other White background, please write in box

B) Mixed Heritage

White and Black Caribbean

White and Asian

White and Black African

Any other Mixed background, please write in box

C) Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background, please write in box

D) Black or Black British

Caribbean

African

Any other Black background, please write in box

E) Chinese or other ethnic group

Chinese

Any other, please write in box

F) Prefer not to say

Disability monitoring

Do you consider yourself to have a disability or a long-term health condition?

Yes

No

What is the effect or impact of your disability or health?

Prefer not to say

Gender monitoring

Would you describe yourself as: -

Male

Female

Prefer not to say

DIVERSITY AND EQUAL OPPORTUNITIES STATEMENT

Bedonwell Counselling Associates is strongly committed to the promotion of diversity and equal opportunities.

We will not tolerate behaviour, either from staff or students, which discriminates against people on the basis of age, gender, ethnic origin, religious beliefs, employment status, nationality, sexual orientation, marital status or disability.

Any complaints on this topic should be addressed in the first instance to the course tutor, and if unresolved, the complaints procedure should be followed.

COMPLAINTS PROCEDURE

A student who has a complaint may wish to have an initial informal discussion with their course tutor or programme leader. However, their complaint should if possible, initially be directed to the appropriate member of staff. If this is not possible, or if the issue is not addressed to the student's satisfaction, s/he should make the complaint in writing to the Head of Centre.

Complaints will be dealt with in accordance with the appropriate policy and procedure. For example, if a complaint is made against an assessment of course-work the 'Student Academic Appeals Procedure' will be applied.

INFORMAL COMPLAINTS

Where the complainant feels that the behaviour of an individual towards her/him is affecting their work, it is preferable in the first instance to raise the matter directly with the person concerned. If the complainant feels unable to do so, or if after initial contact, the matter remains unresolved, the complainant should contact their personal tutor, the programme leader or the general manager.

MEDIATION

If the complaint is about an individual member of staff or student the complaint should be made in writing and sent to the Centre manager. The Centre manager will initially seek to arrange a mediation meeting between all parties in an attempt to find a satisfactory conclusion for all concerned. However, if a mediation meeting is not possible, or if the issue is not addressed to the complainant's satisfaction, the matter will be referred to the quality assurance officer.

REFERRAL OF A FORMAL COMPLAINT TO THE QUALITY ASSURANCE OFFICER

The quality assurance officer will receive all of the evidence and carefully consider all aspects of the complaint. This may involve requesting written evidence from the individual who is subject to the complaint as well as from other witnesses. Having considered all of the evidence the quality assurance officer will inform all parties of the decision. If the complaint is not addressed to the complainant's satisfaction, an appeal against the decision may be made in the manner set out in below.

APPEALS PROCEDURE

Appeals against a decision of the quality assurance officer should be addressed in writing to the Appeals Arbitrator. The arbitrator shall acknowledge receipt of the appeal within 5 working days.

Within 15 working days of receipt of the letter of appeal the arbitrator shall carry out an enquiry into the circumstances of the complaint and the way in which it has been dealt with. This will include:

A discussion between the Centre manager, the quality assurance officer and the arbitrator

The arbitrator shall call for and examine any documentation relating to the complaint

The arbitrator shall make a full written report detailing the final decision as follows: -

A written recognition of a failure with apologies, an explanation and assurance of corrective action in the future;

A written rejection of the complaint with reasons for its rejection.

ACADEMIC APPEALS PROCEDURE

INTRODUCTION

This procedure applies to all students and must be read in conjunction with any course specific procedure and awarding body requirements.

The following constitute grounds for appeal: -

Failure by the course tutor to notify a student about assessment criteria and requirements

Inconsistency of marking/verification by tutoring/verification staff against assessment criteria

Special circumstances relating to the student which have previously been informed which were not taken into account by the at the time of the assessment

A student cannot appeal merely because he/she disagrees with the academic judgement of the assessor.

GENERAL GUIDELINES

If a student wishes to appeal against an assessment/verification decision on any of the above grounds, he/she must follow the procedure set out in this document.

Academic Appeals must be made as soon as possible. The last date for acceptance of an appeal is 8 weeks from the date of return of assessed work.

At Academic Appeal meetings the student may be accompanied by a supporter. This could be a personal tutor, or if this is inappropriate, a senior tutor, friend, student representative or relative.

Students should note:-

The outcome of an Academic Appeal could possibly result in their work being downgraded rather than upgraded.

Unacceptable behaviour, e.g. making unsubstantiated allegations of unprofessional conduct against any staff will be taken very seriously by the Appeals committee that could possible result in the individual being asked to leave the training programme immediately and a copy of her/his conduct placed on the student file.

STAGES OF APPEAL

Stage 1: Informal

The student must speak to their persona tutor/assessor. Normally the appeal will be sorted out at this stage. A note of the meeting must be recorded on the student file.

If this does not resolve the problem the student may proceed to Stage 2.

Stage 2: Formal Appeal

The student must consult the Internal Verifier for their course who will investigate the student's appeal and report back to her/him within 14 days.

At the first meeting, the student must complete Part 1 of the Academic Appeals Form stating the reason for the appeal. The Internal Verifier will state any action to be taken if necessary and indicate when they will give their decision.

The outcome of the investigation will be recorded on part 2 of the Academic appeals form.

The student will be required to sign part 2 of the Academic appeals form indicating whether s/he accepts or does not accept the result of the investigation. The student will be allowed 7 days to consider this decision.

The student may only proceed to Stage 3 if: -

Stages 1 & 2 of the Academic Appeals Procedure have not been properly followed or additional information was not available earlier.

Stage 3: Formal

The student must complete the Academic appeals form part 3 and send it to the Arbitrator. This must be received within 14 days of the stage 2 decision.

Upon receipt of the Academic appeals form part 3, the Arbitrator will decide whether it is appropriate to convene an academic appeals panel.

The panel will meet within four weeks of receipt of the appeal to carefully consider the evidence of the applicant.

ACADEMIC APPEALS PANEL

There shall be three members of the Panel.

All members shall be qualified Assessors or Verifiers.

The Panel will, after careful consideration of all of the evidence, decide whether to uphold or reject the appeal and the student will be notified in writing of the outcome of its decision.

THE DECISION OF THE ACADEMIC APPEAL PANEL IS FINAL.

MALPRACTICE, MALADMINISTRATION AND PLAGIARISM

MALPRACTICE

Malpractice is any deliberate activity, neglect, default or other practice which compromise the integrity of the assessment process and/or the validity of the certificates.

In the first instance, the tutor or principal will discuss concerns with the student. Thereafter any irregularities in respect of the above will be passed to ABC immediately for investigation. Examples of this may be candidates cheating or centre staff falsifying records or deliberately giving learners more assistance than ABC guidance allows.

MALADMINISTRATION

This is any activity, neglect, default or other practice that results in the centre not complying with the specified requirements for delivery of the qualifications and as set out in the relevant codes of practice where applicable'.

Bedonwell Counselling Associates have procedures in place to disseminate to staff the administrative and assessment requirements of ABC Awards.

PLAGIARISM

Plagiarism is defined as the use of someone else's ideas without acknowledging the written source of the authorship of those ideas. Examples include:

- Copying from assignments of a fellow student
- Copying text word for word from a source
- Presenting text very closely to its original wording
- Using images or diagrams from another source

Plagiarism will always be regarded as a very serious matter and is likely to disqualify students work. Students are given clear guidelines for quotation, referencing and bibliography which are detailed in the Student Handbooks.

Consequences of plagiarism:

| Category | Action |
|---|---|
| A limited amount of copied text has not been correctly cited. | Verbal warning to student in tutorial |
| A significant amount of copied text uncited. | Formal written warning. Any further evidence of uncited text will lead to disqualification. |
| Further uncited work submitted despite formal warning. | Disqualification |

SAFEGUARDING CHILDREN AND VULNERABLE ADULTS

Definition

Taking all reasonable measures when working with children, young people and their families to ensure that the risks of harm to welfare are minimised and where there are concerns about children or vulnerable adults welfare, taking appropriate actions to address those concerns.

Bedonwell Counselling Associates is aware that it has a duty to protect children and vulnerable adults from abuse. Abuse can be defined as any behaviour which knowingly or unwittingly causes harm, endangers life or violates rights. Abuse may be physical, sexual, psychological, financial or material, or neglect.

Key aims

Bedonwell Counselling Associates believes that adults and children have rights and that these should be respected and safeguarded. We are committed to:

- Having an appropriate staff recruitment policy and procedure – ensuring that all staff and students on placement have been Disclosure and Barring Service (DBS).
- Making responsibilities regarding these issues clear to staff and students on placement delivering services where there may be issues affecting these groups
- Ensuring that all groups irrespective of age, gender, disability, race, sexual orientation, nationality or economic status have the right to be protected from abuse
- Responding quickly and effectively to issues when they arise

Key principles

The following key principles apply to this Policy:

- The welfare of children and vulnerable adults is the key concern – and the need to protect them from abuse will override any other principles
- It is the responsibility of everyone within the organisation to report any concerns that they have promptly
- The ethical framework for Good Practice in Counselling and Psychotherapy will apply (British Association for Counselling and Psychotherapy BACP) – and all reasonable attempts will be made to protect confidentiality and maintain a relationship of trust and openness.

Who this policy affects

This Policy affects all staff and students on placement.

Implementation

To implement this Policy Bedonwell Counselling Associates will:

- Brief staff and students on this Policy and related procedures
- Develop guidelines and procedures which will be available to staff and students
- Provide training to staff and volunteers on this Policy and related procedures as required

Monitoring and Review

This Policy will be reviewed annually to ensure that it complies with legislative and regulatory requirements and best practice.

Performance against the Policy will be monitored through:

- Discussions of safeguarding issues as part of the induction, regular one to one and team meetings for all staff
- Discussions of safeguarding issues as part of the induction, regular tutorials and group supervision with students

COURSE DESIGN AND DEVELOPMENT POLICY AND PROCEDURE

Each Quality marked course to state a clear rationale for designing course, along with clear aims and objectives and details of methods of delivery of learning. These will be stated on the QLS New Course Request Form submitted to ABC.

Staff and Learners to be verbally advised of relevant Health and Safety Policies and Procedures whilst in the Training Centre, e.g. fire exits and meeting point, alarms and first aid.

COURSE APPROVAL PROCESS

ABC COUNSELLING COURSES

All of our Level 2, 3 and 4 courses to follow ABC guidelines in terms of delivery and assessment.

This is reviewed by Bedonwell and assessed by ABC on an annual basis.

ABC QUALITY MARKED COURSES (VIA QLS)

All Quality marked courses to have covered the following:

QLS Course Application Form submitted for approval
Evidence supplied as to course design and development
Audit Plan completed and passed, any areas not meeting standards to be addressed
Course approval and authorised by ABC

This is reviewed by Bedonwell and assessed by ABC on an annual basis.

QUALITY ASSURANCE PROCEDURES

INTERNAL MODERATION

In order to ensure continuity and fairness of the assessment of all student work submitted for Internal Assessment, an internal verification process will take place at planned intervals during the teaching year and prior to the visit of the awarding bodies external verifier.

An internal verification audit of a sample of completed portfolios will be conducted.

The appointed internal verifier will carry out the following: -

- Select a 20% sample of student portfolios/assignments from all levels of the training programme and from each of the training groups.
- Ensure that any remedial action highlighted by the moderator's reports during the course year have been undertaken by the relevant personal tutor and subjected to a further Internal Moderation process within four weeks of the original audit.
- Submit a report form confirming that the Internal Verification process has been carried out and detailing the findings of the independent verifier will be completed and a copy retained in the individual course file with a copy included in the centre file.
- Any remedial action required will be undertaken by the relevant personal tutor and subjected to a further Internal Verification process within four weeks of the original audit.

A second report form confirming that the Internal Verification process has been carried out and the remedial action is satisfactory/still not satisfactory will be completed and a copy retained in the individual course file with a copy included in the Centre File.

QUALITY ASSURANCE REVIEWS

All students will be encouraged to submit feedback for each course they attend. We consider this of utmost importance in reviewing the effectiveness of courses, and promoting future development.

QUALITY MEETINGS

Tutors offering Bedonwell Counselling Associates courses will meet once per month for on-going quality reviews. The whole team will meet once yearly to review feedback, and to discuss any issues for quality improvement.

ACCESS TO ASSESSMENT

Learners will be encouraged to disclose any potential need for special requirements or assistance, either for learning or for assessment, to the tutor concerned, who will endeavour to make appropriate arrangements for accommodating their needs.

ABC has a policy of considering requests for special arrangements to be made for students who are unable to meet the course requirements, so long as this does not give an unfair advantage to the student concerned.

Further details can be accessed on the ABC website at abcawards.co.uk

WORKING WITH FAIRNESS AND EQUANIMITY

Marking of students' submissions for internal assessment are assessed in the same manner, timescale, style and consistency. Students must submit their work clearly indicating the details of the unit, element and individual criteria being submitted for internal assessment.

CRITERIA ASSESSMENT - TUTOR RESPONSIBILITIES

All assessment feedback by the tutor will be provided via the relevant assessment sheet submitted by the student. Additionally, tutor comments may be written directly on to the submitted worksheet. The tutor's comments will include an indication as to whether or not the work is 'passed' or 'not passed' along with comments that are either specific to the individual criteria to which each piece of submitted work has been clearly mapped to by the student or the tutor may make one or more general comments that cover several submissions to different criteria if appropriate to do so.

MARKING INTERNAL ASSESSMENT WORK - WORKING WITH CONTRACTING & AGREEMENT

It is the students' responsibility to hand in work for assessment on a regular basis as defined by the personal tutor in the initial group tutorial. Generally, any work submitted for internal assessment within these defined timescales will be returned within three weeks. If work for assessment is not submitted in accordance with the timescales set out at the group tutorial, it is only reasonable to expect a delay in its return. For example, work not submitted at the advertised portfolio checks for whatever reason, (absence, failure to do the work etc.) will not be marked until the next scheduled portfolio check.

INTERNAL ASSESSMENT – WORKING WITH AN AWARENESS OF DEVELOPMENTAL LEARNING

Work submitted at the first 'portfolio check' will receive 'guidance feedback' from the personal tutor only. No submissions will be deemed to have 'passed' at this stage. Rather, the tutor will provide guidance, direction and an indication of how the student is progressing in readiness to 'pass' further submissions at the subsequent 'portfolio checks' as the course progresses and that reflect the students' development of understanding and application.

MONITORING LEARNER PROGRESS

TUTORIAL SUPPORT SYSTEM

The purpose of the tutorial support system is to provide on-going and regular support for students in their preparation of their multi-layered coursework and personal development endeavours, to provide guidance on assignment preparation and to provide clear and constructive feedback to students following their assignment markings and portfolio submissions within individual and group tutorials. The feedback students receive from tutors (and peers) is intended to (over a period of time) to develop 'good enough' self-evaluative skills and a greater sense of self-confidence to enable a greater autonomy for decision making and self-reflectivity being the cornerstones of an emerging counselling practitioner.

- Students participate in a scheduled group tutorial each week.
- Students have an individual face-to-face scheduled tutorial at least three times per year.

SCHEDULED GROUP TUTORIALS

Group tutorials provide an opportunity to develop 'work ready' skills through developing 'world of work' appropriate self-constructs. Group tutorials provide a forum for working with the course assessment process, promoting and understanding of the training requirements in various areas of the course, developing a greater sense of self responsibility to include working within deadlines for submissions of work etc. All students are expected to increasingly demonstrate a capacity towards self-directed learning.

A group tutorial will take place at the beginning of each session to facilitate the trainees' on-going learning. A variety of topics will be addressed each week.

The tutorial group time is an ideal opportunity for students to work collaboratively with issues relating to course assessment, the course theoretical model, assignments, self-assessment, peer feedback and tutor assessment, It is an opportunity for all students to devise creative methods of sharing their work with other peers with due regard to personal safety and confidentiality etc.

INITIAL STUDENT ASSESSMENT

All applications will be considered for open access courses, and there will be no discrimination on the basis of age, gender, ethnic origin, religious belief, employment status, nationality, sexual orientation, marital status or disability.

Progression to further qualifications will be by interview and at the discretion BEDONWELL COUNSELLING ASSOCIATES. A qualification at a lower level will not automatically guarantee a place on a higher course.

Students with prior learning from other institutions, or transferable credits, will be considered on the same basis as students who have studied with BEDONWELL COUNSELLING ASSOCIATES previously, although this may require some additional evidence from the candidate.

LEVEL 2 AWARD IN COUNSELLING CONCEPTS

Criteria considered important in selecting applicants for a programme leading to a Level 2 qualification

Able to cope with course content.

Able to benefit from self-development.

Awareness of current helping interactions with others.

Be motivated towards developing as a helper.

Possess emotional stability.

Identify reasons for training beyond just personal development.

Be aware of the time resources required to meet demands of the course.

Emerging awareness of difference and diversity.

LEVEL 3 CERTIFICATE IN COUNSELLING SKILLS

Criteria considered important in selecting applicants for a programme leading to a level 3 qualification

Possess the ability to translate intra-personal experience into language.

Able to benefit from self-development.

Possess emotional stability.

Evidence personal insight.

Awareness of current helping interactions with others.

Possess the ability to form a helping relationship.

Evidence of awareness of difference and diversity.

Able to cope with course content.

Identify reasons for training beyond just personal development.

Be motivated towards developing as a counselling practitioner.

Provide references of a level 2 qualification or related work-place experience

Be aware of the time resources required to meet demands of the course.

LEVEL 4 DIPLOMA IN THERAPEUTIC COUNSELLING

Criteria considered important in selecting applicants for a programme leading to a level 4 qualification

Identify reasons for training beyond just personal development.

Be aware of the time and other resources required to meet demands of the course.

Provide references.

Able to cope with course content.

Evidence of awareness of difference and diversity.

Possess the ability to translate intra-personal experience into language.

Possess personal qualities, maturity, imagination, intuition, openness and ability to benefit from self-development.

Possess the ability to form a helping relationship.

Have self-awareness, insight, honesty and the ability to make links.

Possess emotional stability and the absence of personality disturbance.

Experience of or willingness to engage in therapy.

Ability to challenge and be challenged.

Have self-awareness, insight, honesty and the ability to make links.

Possess emotional stability and the absence of personality disturbance.

Ability to challenge and be challenged.

Be academically able to cope with course content.

INDUCTION

All students will be provided with an induction that includes:

1. The nature of the course and expectations placed upon students.

We consider it particularly important in the case of counselling training that students be aware of the experiential nature of the courses

2. ABC requirements for the issue of qualifications
3. Local guidelines, timetables and facilities

All students will be assigned a personal tutor from the teaching staff at the beginning of the course, and have the right to approach their tutor for a private interview if any difficulties are experienced.

We recognise that for many students entering into our part-time counselling training programmes that the time spent with us maybe in excess of three years. In order to best serve our students during this time we have considered carefully the need for a variety of curricular and non-curricular support packages that are easy accessible and incorporated into the course fees.

Upon completion of the enrolment process and throughout their time with us, all students will have access to a variety of support packages such as the following: -

Support for individuals who may have particular learning needs via our initial screening test

Individual support packages via the provision of 'learner support'. For example this may provide an individual with additional time to complete assessment work

Personal tutor provides access to regular one-to-one tutorial support

Access to a course specific book loan scheme

Access to additional reading lending Library

A student counsellor is available for a time-limited number of sessions in order to provide help and assistance with non-curricular difficulties and challenges that may impact upon a student's ability to make best use of their time with us.

RECORD KEEPING

We keep the following details of students:

Name, date of birth, address, emergency contact, date registered with ABC, assessment methods and evidence of results. ABC may also keep some details of students, and may pass some of this information to appropriate regulatory bodies.

Records held by Bedonwell Counselling Associates will be kept securely and will not be passed to any third party except the internal and external moderators, the appeals arbitrator or ABC, without the written permission of the student concerned.

All assessors, including the internal and external moderators and the appeals arbitrator are qualified counsellors, and adhere to the same conditions of confidentiality. Further information about privacy regulations from ABC can be seen on the website at abcawards.co.uk.

POLICY STATEMENT

All Quality Policies and Procedures are diarised to be reviewed on an annual basis or as and when new courses are developed or current relevant legislation relating to courses changes.