

Diploma in Embodied Relational Counselling

# Frequently Asked Questions

Autumn 2027 Intake

## ACCREDITATION & PROFESSIONAL PATHWAY

### Q1. What is the Diploma accredited by, and what does that mean for me?

The Diploma will be accredited by CPCAB (Counselling and Psychotherapy Central Awarding Body) and is a BACP Approved Practitioner Qualification (APQ). This means that upon successful completion, graduates are eligible to apply for BACP membership – the main professional body for counsellors in the UK – and are on track toward BACP accreditation.

BACP membership enables you to practice professionally as a counsellor, access professional insurance, and use the title of BACP Registered Member.

### Q2. How does the Diploma fit into the pathway to BACP accreditation and further qualifications such as EMDR?

Completing the Diploma and accumulating your clinical hours gives you BACP membership which is the path to BACP accreditation. The training provides you with enough training hours for membership and accreditation. To secure accreditation you will need to continue in practice and add up your clinical hours (450). BACP membership allows you to practice clinically, get insured and meet the eligibility criteria for a wide range of further specialist trainings that require a recognised counselling qualification including EMDR and IFS among others.

The Diploma is also a natural gateway into the NARM Therapist Training offered by TTI UK, for those who wish to continue deepening their practice within the relational lineage.

### Q3. What is the difference between Individual Membership and Registered Membership with BACP, and how do students move between them?

When students graduate from our BACP accredited Level 4 counselling programme (having completed their 100 client contact hours), they can upgrade their Student Membership to Individual Membership. However, Individual Membership is a transitional category only –

students have a maximum of 24 months in which to join the BACP Register and achieve Registered Member MBACP status.

Because our course will hold BACP accreditation, graduates can move onto the Register simply by providing evidence of their qualification. Those who trained on a non-accredited course would need to pass the BACP Certificate of Proficiency first, but this does not apply to our students.

Once on the Register, students can then work towards full Accredited Membership (MBACP Accred). This requires a total of 450 hours of supervised counselling practice – 100 of which will already have been completed during training, meaning a further 350 hours of post-qualification practice are needed, alongside other requirements such as ongoing supervision and reflective practice.

#### Q4. Can existing practitioners join for professional development, even if they already practice therapeutically?

Yes, absolutely. The Diploma welcomes experienced practitioners – including Somatic Experiencing practitioners, NARM trainees, trauma therapists, bodyworkers, coaches and others who wish to formalise their training, deepen their relational and embodied clinical skills, or gain BACP-recognised accreditation.

## ENTRY REQUIREMENTS & WHO THIS TRAINING IS FOR

#### Q5. What level of prior experience or training is expected?

The formal entry requirement is Counselling Level 1 and 2, or equivalent experience. However, this is a tailor-made qualification, which means entry is assessed on a case-by-case basis and takes into account the full range of your background – personal development work, therapeutic experience, somatic or body-based training, and life experience.

If you are unsure whether you meet the entry criteria, please reach out and we will explore this with you directly.

#### Q6. Who is this training really for?

This training is for people who sense that something essential is missing from mainstream counselling education and who are drawn to a different kind of formation.

It is for practitioners and practitioners-in-training who want to work from the inside out: to develop not just clinical competence but genuine relational presence; to understand suffering not as pathology to be fixed, but as meaningful experience to be met. It is for people who are willing to be changed by the work – who understand that the quality of the therapeutic relationship is not a technique but a way of being.

## COURSE CONTENT

### Q7. How does the course balance theory, embodiment, and relational practice?

The two years are structured around a deliberate developmental arc. In Year 1, the emphasis is on building the relational container – within ourselves and between us as a group. Theory is introduced through the online monthly sessions and woven into the experiential weekends, but the primary focus is felt sense, presence, belonging, and depth of personal inquiry. Students engage with attachment theory, neurobiology, developmental psychology, and the lineages that underpin this work and they begin to know these things in their bodies, not only their minds.

In Year 2, the training moves into explicit clinical skill development. Students are in placement, beginning supervised client work, and learning specific frameworks and techniques always held within the relational and embodied ground established in Year 1. The shift is from being formed to practicing.

### Q8. Is this training more experiential or academic?

It is primarily experiential – but it takes intellectual rigour seriously. The academic work is designed to serve the practitioner rather than demonstrate compliance. Written assignments ask you to reflect on your own process, integrate theory with lived experience, and develop a genuine clinical voice.

The assessed work across the two years includes a somatic reflective practice paper, a reflective essay on personal development, a clinical case study, and a research presentation. These are substantial pieces of work, but they are designed to deepen your practice rather than test your ability to write academically.

## STRUCTURE, INTENSITY & TIME COMMITMENT

### Q9. How is the training structured across the two years?

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Year 1 (Autumn 2027 – July 2028): 8 weekends (Friday to Sunday), plus monthly online theory sessions of 2 hours each. Towards the end of year 1 readiness for practice will be assessed and the placement process begun.

Year 2 (Autumn 2028 – Summer 2029): 9 weekends (Friday to Sunday), plus monthly online theory sessions. Year 2 includes the move into core placement and supervised clinical work.

The total training hours are 450: 408 in-person weekend hours and 42 online theory hours.

### Q10. How intensive is the Diploma and can it be done alongside an existing practice or other work?

The weekend format – Fridays to Sundays is manageable alongside existing work or practice, while still allowing for genuine depth. This does however depend on the individual, how you resource yourself and how you manage your time. Most students will find Year 1 demanding but sustainable. Year 2 intensifies as clinical placement gets into full swing and group supervision is undertaken fortnightly (approximately).

In addition to the weekends and online sessions, you will need to factor in: a minimum of 30 individual personal therapy sessions across the two years; clinical placement hours (working toward 100 hours total); and group supervision in Year 2 (approximately 90-minute sessions every two weeks, in groups of four).

## CLINICAL HOURS, SUPERVISION & PERSONAL THERAPY

### Q11. How does the clinical hours requirement work?

You are required to complete 100 hours of supervised clinical work in order to qualify for BACP membership. These hours are accumulated through placement, which begins at the end of year 1/beginning of Year 2. Placements can be arranged through an approved agency or privately – details will be confirmed as the programme develops.

Importantly, these hours do not need to be completed within the timeframe of the training itself. We provide a 6-month window after the course ends to complete your clinical hours, giving you flexibility to build your practice at a sustainable pace.

### Q12. How does supervision work?

In Year 2, supervision is offered in a group format – groups of approximately four students meeting for around 90 minutes every two weeks. We are actively working to structure this in a way that keeps costs low for for students.

### Q13. Is personal therapy required?

Yes. A minimum of 30 individual therapy sessions across the two years is required. You cannot take clients into depths you have not been willing to go yourself. Personal therapy is the ground of this work.

## CLINICAL SKILLS & APPROACH

### Q14. What clinical skills will I develop?

The clinical skills curriculum has been developed to meet and exceed the CPCAB Level 4 requirements, with a distinctive embodied relational layer woven throughout. Across the two years, students develop capacity in seven domains:

- **Ethical and professional practice** – including ethics as a relational and embodied practice, not only procedural compliance
- **Working within the counselling relationship** – building the therapeutic frame through presence, attunement, consent, and the capacity to hold rupture and repair
- **Working with the relational field** – including transference and countertransference, somatic felt sense as a clinical tool, and parallel process
- **Working with diversity** – cultural humility, decolonial frameworks, and the structural dimensions of suffering
- **Self-awareness as clinical practice** – using embodied awareness, somatic countertransference, and the witness self as ongoing tools in the work
- **Theoretical and clinical integration** – attachment theory, neurobiology, trauma frameworks, and the specific skills of the embodied relational model
- **Reflective and evaluative practice** – using supervision, personal therapy, and self-reflection as the ongoing ground of development

A full clinical skills framework is available on request.

### Q15. Does the training cover working with mental health presentations, diagnosis, and referral?

Yes. Students learn to work with a wide range of presentations – including anxiety, depression, trauma, grief, and relational difficulties – through a non-pathologising lens that holds clinical responsibility and safety as paramount. This includes recognising when to refer, how to make suicidal risk assessments, and how to work within the ethical and legal framework of the profession.

Rather than teaching students to diagnose, the training develops the clinical discernment to understand what a presentation might be communicating – and to know when specialist psychiatric or medical input is needed.

### Q16. How does the training teach us to orient from the body?

Orienting from the body is not a module in this training – it is its medium. From the first weekend, students practice felt-sense tracking, noticing somatic responses in themselves and in the relational field, working with breath, posture, and embodied presence as sources of clinical information. Across the two years, students develop the specific skills of the embodied relational model: midline, pacing, titration, tracking the third (the shared space between client and counsellor), and supporting the spontaneous and organic expression happening in the body and in relationship.

## ASSESSMENT & WRITTEN WORK

### Q17. What are the Year 1 assessments?

There are three assessed pieces in Year 1, plus an ongoing reflective journal that you keep throughout:

- **Somatic Reflective Personal Practice** - You document and reflect on a personal embodied practice you have developed using the somatic exercises, contemplations, and theory presented on the course. This can be submitted in written or spoken form.
- **Reflective Essay on Personal Progress** - A written piece drawing on your experience of the course and your developing understanding of yourself. The focus is personal depth and honest reflection, not academic argument.
- **End of Year Review** - This is a verbal, dialogic process with tutors rather than a written piece. It is a shared exploration of your readiness to move into Year 2 – your learning edge, what has opened up, and what you may need going forward. Students feed back to tutors as much as tutors feed back to students.

Alongside these, you maintain a reflective journal throughout the year. This is your own private document and a living record of your process – it feeds into your written assignments and your ongoing self-awareness as a developing practitioner.

### Q18. What are the Year 2 assessments?

Year 2 has four assessed pieces, all of which draw directly on your clinical work and developing practice:

- **Major Case Study (4,000 words)** – You write in depth about your work with a client, evidencing how you are integrating the embodied relational approach into practice, what you understand about working relationally, and how you have used your training. This is the most substantial piece of written work across the two years – but it is grounded entirely in your own clinical experience.
- **Case Presentation** - You submit a recording of a piece of your clinical work, demonstrating your capacity for embodied relational practice. This is assessed by tutors and used as a basis for reflective dialogue.

- **Research or Theory Presentation** - You present a piece of research or theoretical reflection to the group. The format is entirely your choice: PowerPoint, reflective writing, an embodied or experiential presentation, or lecture form. This is an opportunity to go deep into something that genuinely interests you.
- **Reflective Essay on the BACP Ethical Framework** - Set at the beginning of the year, this essay asks you to engage critically and personally with the ethical framework that governs professional counselling practice. It is not a compliance exercise - it is an invitation to think carefully about ethics as a living, relational practice.

### Q19. How is the portfolio assessed – and what does passing look like?

Assessment across both years is portfolio-based and continuous - there are no end-of-year exams. You build a portfolio of evidence across the seven clinical units, drawing on reflective writing, tutor observations, learning logs, and peer feedback. The portfolio tracks your development over time rather than testing performance at a single point.

Passing is about demonstrating readiness for practice - embodied, relational, ethical, and reflective readiness - not achieving a numerical grade. Tutors work with students throughout the year to ensure that any gaps in evidence are identified and addressed in good time.

## COSTS & ACCESSIBILITY

### Q20. What are the additional costs beyond the course fees?

- Personal therapy – a minimum of 30 sessions across the two years
- Supervision – in Year 2 (we are working to keep this as low as possible)
- Travel and accommodation for weekend residentials
- Placement-related costs (DBS check, professional insurance in Year 2)
- CPCAB registration of £195 annually

We are actively working on reducing the financial burden where we can, including group supervision formats, subsidised student contributions, and flexible payment plan options. More detail will be shared ahead of the application process.

### Q21. Are payment plans available?

Yes, we are developing flexible payment plan options and will share full details ahead of the Autumn 2027 intake opening. If you have specific financial concerns, please reach out to us directly.