Diploma in Clinical Supervision

Course Handbook

2026-2027

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Introduction

This is the handbook for the one-year online training in psychodynamic clinical supervision offered by the Enfield Counselling and Psychotherapy Service (ECPS).

ECPS is a well-established agency that offers training and clinical services in a range of psychodynamic therapies. The agency's clinical trainings are recognised by the British Psychoanalytic Council (BPC) and the British Association for Psychotherapy and Counselling (BAPC). The agency is based in North London, with some of its courses available online.

More general information about ECPS trainings can be found below.

The Diploma in Clinical Supervision

Course aim

The aim of this course is to equip trainees with the knowledge and skills necessary to provide effective and ethical clinical supervision from a psychodynamic perspective.

Course information

The course runs for an academic year of three 10-week terms beginning in September. The course consists of:

- working with supervisees
- participating in one of the course supervision groups
- participating in theory seminars
- writing a final essay

During 2026-27 all theory seminars and course supervision groups will be held online.

Applications

Applicants to the course will be considered on the basis of a completed application form and an interview.

Applicants should have successfully completed a recognised training in psychodynamic psychotherapy or its equivalent, and to have practised in this modality for at least 3 years post-qualification. There is an academic component to this training and so applicants should be able to complete the theoretical components of the course, including reading papers and writing a final essay in English.

Applicants to join this course should also ensure that they have the means to take part in online seminars. That includes suitable equipment (e.g. PC or tablet), with a microphone and camera, and a stable internet connection with sufficient bandwidth.

Application forms are available from the ECPS office. Completed forms should be returned to the office, along with proof of completion of previous psychodynamic training and of registration with a recognised registering body, such as the BPC. Suitable applicants will be offered an online interview.

Working with supervisees

Trainees are required to deliver a minimum of 35 hours of clinical supervision to one or more individuals or groups.

There may be a range of potential supervisees that a trainee might consider supervising, both during this training and in future. However, the main question regarding the choice of training supervisees is whether a supervisee gives the trainee an opportunity to develop as a psychodynamic supervisor.

Trainees should seek approval from their ECPS supervisor for any supervisees used within the training. The ECPS supervisor's approval is based in part upon the following:

- The suitability of the training supervisee to give the trainee an opportunity to develop psychodynamic supervisory understanding and skills.
- The suitability of the frame within which the trainee will be supervising. This will include issues such as the setting, confidentiality and lines of clinical accountability. Clarity is especially important where the trainee or their supervisee is working within an organisational setting.

In most cases trainees are supervising individuals who are working face-to-face with adults.

Trainees may be asked to deliver supervision beyond 35 hours, in order to demonstrate that they meet the standard required to be awarded the diploma. This may mean that the trainee remains in an ECPS supervision group beyond the academic year.

Trainees are expected to make their own arrangements to find suitable training supervisees. In exceptional circumstances ECPS may be able to help trainees to find a supervisee.

It is expected that trainees will charge for the supervision that they provide. The amount to be charged should be discussed with the trainee’s course supervisor.

The course supervision groups

Trainees attend a weekly 90-minute ECPS course supervision group throughout the year. Trainees use these supervision groups to present their work with their supervisee. The ECPS supervision groups are led by senior psychoanalytic psychotherapists.

A minimum of 80% attendance in this group and a positive report from the group supervisor are required in order to be considered for the award of the diploma.

The theory seminars

In addition, during the first two terms of the year there is a weekly, 90-minute theory seminar that all trainees attend. Trainees take it in turns to present topics based upon set texts, copies of which are sent to trainees at the beginning of each term.

A minimum of 80% attendance at these seminars and a positive report from the seminar tutor are required in order to be considered for the award of the diploma.

The essay

Trainees are required to write a 5,000-word essay to illustrate their learning from the supervision course. The essay also provides trainees with the opportunity to consolidate that learning and to gain a focus for their future growth.

The trainee chooses the specific topic for their essay, but this should be approved by their course supervisor. The topic should be based upon the trainee's work as a supervisor as part of this course. The paper should include examples drawn this work and the ways in which learning from the theoretical seminars and course supervision group have informed the trainee's practice.

A pass mark of at least 50% is required in order to be considered for the award of the diploma. Please see the guidelines below for general guidance regarding written work.

Assessment and the award of the diploma

The Training Committee meets regularly to monitor the progress of each trainee, so that problems may be identified at an early stage and additional help offered. Any concerns of this sort are communicated to the trainee by either the supervisor or the seminar tutor, depending upon the nature of the concern. In any case, the trainee is given clear guidance on how to address any concerns.

Towards the end of the course the Training Committee meets to assess if trainees are ready to graduate. In order to be awarded the diploma, the following criteria must be met:

- The trainee has delivered at least 35 hours of supervised psychodynamic supervision.
    - In exceptional circumstances less than 35 hours may be considered sufficient by the Training Committee, for example in cases of trainee illness. This would be on the recommendation of the trainee's supervisor and would not be less than 30 hours.
- The trainee has attended at least 80% of the theory and supervision seminars.
- The trainee's supervisor and seminar leader give positive reports as to the trainee's work.
- The trainee's essay has received a pass mark.

The decision of the Committee will be one of the following:

a) The trainee meets the standard required for an award of the diploma.

b) The trainee needs to complete further supervisory practice or study, for example, to meet the required number of practice hours, to finish their essay, or to develop their practice to the standard required by their ECPS supervisor.

c) The Committee believes that the trainee will not be able to meet the required standard and so the trainee will be asked to leave the course without the award of the diploma.

In the case of b) above, the trainee may not be ready to graduate at the end of the academic year. If this involves the trainee in continued practice, then they must remain in their ECPS supervision group until they meet the required hours or standard of practice. There will be a charge for staying in the group.

If a trainees fail to pass the course, then an appeal can be lodged. The trainee should write to the Training Committee with the reasons for the appeal.

Diplomas are formally awarded at the ECPS Graduation Ceremony held in November of each year. Graduates who are unable to attend this ceremony are sent their diploma. Where a graduate needs proof of graduation in advance of the ceremony, for example for an employer, then ECPS will provide written evidence of graduation.

Membership of BAPPS

UK-based graduates of this training can apply to be a member of the British Association for Psychoanalytic and Psychodynamic Supervision (BAPPS). Details for how to apply for this membership are given on the BAPPS website – www.supervision.org.uk.

Successfully completing this training means that UK graduates can meet all of the criteria set by BAPPS for membership. This is the case at the time of writing, but graduates should check the BAPPS website for any subsequent changes in the criteria for membership.

General Information

Staff Team

Training Staff

Liz Good (Psychoanalytic Psychotherapist) Clinical Director and Head of Training

Geoff Ferguson (Psychoanalytic Psychotherapist) Senior Supervisor & Senior Seminar Leader

Simon Good (Psychoanalytic Psychotherapist) Senior Supervisor & Senior Seminar Leader

Evelyn Katz (Psychoanalytic Psychotherapist) Senior Supervisor

Other staff

Alice Good Clinical/Training Advisor

Michelle Brown Disability Coordinator

Service Meetings

These are held twice a year on a Saturday morning. Service meetings provide an opportunity for all those involved in the work of ECPS to discuss issues of mutual concern. As trainees are part of ECPS, attendance at these meetings is expected. Further information about dates is provided during the term. There is an AGM once a year which is held at the Spring Service Meeting.

The graduation ceremony, where friends and family are very welcome to attend, takes place on the day of the November service meeting after the meeting.

Attendance

It is a requirement that trainees attend all seminars, skills groups, supervision groups, psychotherapy sessions, and tutor sessions. Progress and development will depend on the full participation of trainees. Any absence is a loss to the individual and to the course as a whole.

Although illnesses and emergencies can arise, it is expected that absences will not exceed 20% in any one term and 20% of the course as a whole over the year. A register of attendance is kept but it is up to the trainee to leave a message at the office if s/he cannot attend on any particular week. It is necessary to contact the Tutor or Head of Training if it appears that a trainee will not be able to meet the attendance requirements.

It is also essential that trainees are reliable in offering their clinical and supervision sessions as absences seriously affect the work. Procedures for dealing with unavoidable absences from sessions will be explained by their Supervisor.

Trainees will be expected to catch up on coursework/reading missed through any absence.

Repeated absences may require a trainee to repeat a module or to withdraw from the course. It is a course requirement that no more that two consecutive weeks can be missed of seminars, supervision or clinical skills groups.

Administration and Good Practice

Trainees are expected to abide by the published BPC Code of Ethics and Practice. All Trainees must ensure they have a copy of this document. It is expected that Trainees will discuss with their supervisor any aspects that are unclear. Copies can be obtained from the ECPS office. **It is the Trainee's responsibility to obtain a copy of these documents and to and ensure they understand its contents.**

Administrative procedures, practicalities and the writing of reports and letters regarding client work are part of counsellor and psychotherapist training and should be discussed in supervision as required. Copies of all letters and reports should be filed in the client file. Trainee counsellors **should not** contact clients without their Supervisor's express permission.

Fees and contract terms

The course fee includes an enrolment fee, which should be paid when a place on a course is offered. Paying the enrolment fee secures that place and establishes a financial contract with ECPS. In some cases, ECPS may agree for the balance of the fee to be paid in instalments, either by term or by month. A request for instalment payment should be directed to the office. The full fee or a first instalment, if payment by instalment has been agreed, should be made before the start of the course. Payments are made by bank transfer.

In the event of an individual not taking up a place that they have already accepted, then the enrolment fee and any other fees already paid are non-refundable. However, an enrolment fee will be refunded if ECPS withdraws the offer of a place, for example, because of a candidate's unsatisfactory references or if ECPS withdraws this course.

If a student withdraws from a course part way through the year, the full fees for the year are payable.

If a student has been awarded funding from a third-party source, it is the student's responsibility to ensure that obligations to ECPS are fulfilled. The Head of training needs to be notified in advance of the course start date if any communication is required between ECPS and the funding body.

Any outstanding fees must be paid in full before the award of a diploma. Fees must also be paid for modules which need to be repeated.

Any anticipated difficulties in paying the fee should be discussed with the Head of Training at an early stage in order to avoid a crisis.

The ECPS Community

ECPS is a long-established non-profit charity. At the heart of our cause is the aim to provide access to low cost, high standard counselling and psychotherapy to individuals within the borough of Enfield and beyond. Our goal is to ensure that everyone who comes to us seeking therapy should be offered an initial comprehensive assessment within a reasonable timescale, with the view to an offer

of open-ended (long term) talking therapy. All applications for therapy are overseen and allocated by our Clinical Director; ongoing referrals are made when necessary.

Most people who work within ECPS do so on a part-time basis. There are up to 50 counsellors and psychotherapists providing their services at the Centre – a large majority of those have completed their training with us. In terms of training, ECPS relies on the good will and dedication of a number of currently practising clinicians who offer their knowledge, experience and commitment to teach, supervise and practice at ECPS.

ECPS relies on the income from our training courses to provide our service. This adds to the importance of ECPS being able to offer consistently high teaching standards and to continually provide a positive learning experience to all our students with the resources available to us.

To that end, we ask that students have in mind the commitments that members of our highly valued training team may have outside of ECPS. A practitioner’s priority must always be the welfare and best interests of their client, as set out by the BPC code of ethics.

A warm welcome to the ECPS community is extended to all our students.

Appendices

Appendix 1 – General Guidelines For All Written Work

The aim of written work

The purpose of papers is to provide trainees with the opportunity to organise their learning from seminars, supervision, experiential work and reading. Writing enables trainees to further explore theoretical concepts and to begin to link theory with clinical material. It also can assist trainees in their development, as strengths and weaknesses are likely to become evident in researching the topic. It can provide trainees with a focus for their future growth.

Structure and content of papers

All papers should be submitted as word-processed documents that can be opened in Word or LibreOffice. Check with the office if in doubt about the suitability of any other file format. Papers should be double spaced with one inch margins, pages should be numbered and there should be a word count. Marks will be deducted if these guidelines are not followed.

The first page should just contain the trainee's name, date and essay title. This page will be removed by the office, so that the marker does not know the identity of the trainee.

The title should reflect the focus of the paper. The content of the paper should then be relevant to the title.

A paper should be written as if it is for someone who needed full explanation of the topic under discussion. There should not be an assumption that the reader knows or can assume what is meant. Even basic concepts should be explained, in the trainee's own words preferably.

It is important that quotes to explain, elaborate or discuss a topic, actually do that. If necessary this should be stated explicitly, for example, 'According to Klein (19__)"……", or 'This quote emphasises/draws attention to…….'.

Structuring the paper can help to order the writer's thoughts and aid the reader. For example, the paper can be divided into sections with an Introduction and Conclusion, and the main body of the work divided into subsections. Papers should be intelligible and easy to follow, with headings that follow a sequential and logical pattern.

Examples drawn from the trainee's work, should be used appropriately and show that interactions are thought about psychodynamically. They should also show that the trainee is beginning to use theory, as taught in the seminars, as a way to understand practice.

To preserve confidentiality of the client, there should be no identifying details. Names and other identifying details must be changed.

Close attention should be paid to the aim of the paper and the writing style should aim for clarity. The reader needs to have some way of telling from the writing that the trainee has understood the topic of the paper. Trainees are not expected to know everything, but should show where their understanding has reached, which concepts they are still grappling with, and the limitations of their knowledge to date.

Number of words

The requirement for the supervision course is an essay of 5,000 words. Plus or minus a few hundred words would be acceptable, but significantly more or less than this could result in marks being deducted.

Deadlines

Trainees will be advised of the deadline for handing in essays, which must be strictly observed. Work handed in late will not be marked unless you have made an arrangement with the seminar leader and Head of Training. There needs to be a good reason for making such a request. The seminar leader and the Head of Training, in consultation with the trainee, decide the length of time given for an extension. Papers that are handed in after the deadline may be subject to a penalty deduction of 5% of the total mark.

References and Bibliography

Quotes from a book or journal article should always include a reference to where that passage may be found. References should also be given where a passage from a published work is referred to or paraphrased.

References should be listed in a bibliography at the end of the essay, along with any other publications that have been consulted. There should be a minimum of 5 correctly listed references per essay, with a preference of 10.

In-text references and bibliography entries should use the Harvard Referencing System. There are several versions of this system, but trainees should use the system adopted by the Open University: https://university.open.ac.uk/library/referencing-and-plagiarism/quick-guide-to-harvard-referencing-cite-them-right

Assistance with writing

Trainees are strongly advised to discuss the plan for their paper with their Tutor, who is available to give general guidance and assistance. Tutors can help the trainee to fully understand the requirements given above and to clarify anything else that is unclear.

Marking

Papers are marked anonymously by a senior seminar leader or supervisor. An external reader is also used to ensure standards and fairness is being maintained. For the clinical papers the supervisor is asked to look at the papers to ensure that they recognise the work being described.

Papers are meant to show how trainees are beginning to think and work psychodynamically, accordingly written submissions need to demonstrate the following:

1. Theoretical concepts. The paper includes accurate definitions and descriptions of theoretical concepts, with the relevant use of references and quotes; the title of the paper is appropriately reflected in the content; seminar discussions and readings are used in the service of understanding, and the limitations of knowledge are appropriately considered.

2. The psychodynamic nature of the clinical material. Descriptions of interactions between client/psychotherapist or supervisee/supervisor show an appreciation of unconscious and conscious processes; this includes the importance of the past and its relationship to the here and now, and the

appropriate use of such material; the paper demonstrates learning through supervision and the development of hindsight.

2. Linking. Papers should show how the trainee is beginning to integrate theory with practice, such as using a clinical vignette to illustrate an understanding of a particular concept, or discussing concepts to further understanding of a particular client interaction. Verbatim should account for 30% of the clinical material.

4. Process. Trainees need to convey the development of their thinking, so that the progression of their understanding is clear to the reader. This might include a description of why this particular client illustration is being used for this particular concept, how this is being thought about in the light of the concept as well as the stages involved in the process. No trainee is expected to know or understand everything. Being able to show the struggle involved in reaching towards understanding of concepts and client material is pertinent; showing off intellectually is not.

5. Self-awareness. Papers are not meant to be confessionals. Trainees need to be able to use insights gained appropriately and for the purposes of demonstrating understanding of the topic being discussed.

6. Structure. This would include clarity of writing; main theme coherently presented; an accurate bibliography; references clearly cited; an accurate description of client material; expressiveness of writing - this should convey to the reader the trainee's own thoughts/questions as distinct from those of others.

The marking scheme

All papers use the following marking scheme:

1. Structure. The paper's structure aids comprehension and the writing style is clear and expressive. There are accurate and correctly formatted bibliography and references.

2. Clinical material. Clinical material is used appropriately and with adequate descriptions of interactions, with a minimum of 30% verbatim.

3. Theory. Clinical concepts are used appropriately and with understanding.

4. Linking and process. Theoretical concepts and clinical material is used appropriately, with an adequate demonstration of the process of thinking.

The maximum marks for each section depend upon the type of paper:

For a theory paper

1. Structure 10 marks
2. Clinical material 25 marks
3. Theory 40 marks
4. Linking and process 25 marks

For a clinical paper (counselling, psychotherapy or supervision)

1. Structure 10 marks
2. Clinical material 40 marks
3. Theory 25 marks
4. Linking and process 25 marks

All sections of the marking scheme must achieve at least 50% of the maximum mark for that section for the essay as a whole to pass. In the event of markers not passing a section they will not enter a total mark fro the paper, but enter “fail – not all sections passed” instead.

The overall mark

The pass mark as a whole for papers is 50%. Papers marked below 50% are sent back to the trainee for a rewrite. Where the rewrite has not been successful, then the paper will be graded Fail. In addition to the grading, each reader will make comments about the paper so that trainees have adequate feedback about their work.

As we are marking to Postgraduate Level, the pass mark is 50% and most trainees’ marks are expected to fall within the 50 - 70% range. Any mark over 50% is a considerable achievement and should be regarded as very satisfactory. Over 70% is a very high level of achievement.

The following is a guide to the band of grades:

Excellent pass (80-100%)

Clinical concepts are accurately described with clear demonstration of understanding and appropriate questioning. Client material is suitably presented with clear demonstration of how the trainee is beginning to think and work psychodynamically. Linking and process is abundantly evident. The paper is very well structured, and clearly written with accurate references and bibliography showing depth and range of reading relevant to the paper.

Very good pass (70-80%)

As outlined above but with less uniformity accomplished.

Good pass (60-70%)

Clinical concepts are accurately described and understood, and client material clearly and appropriately used. Linking and process of thinking is evident but there may be less depth to this and less accuracy in the linking of theory and practice. References are clearly cited and appropriately used and the bibliography is accurate.

Satisfactory pass (50-60%)

Theoretical concepts and client material are, on the whole, adequately understood and presented psychodynamically, but there may be some lack of clarity and some inaccuracies. There may be some limitations in linking and process. References are appropriately used and clearly cited and bibliography accurately written.

Rewrite (less than 50%)

Trainees may be asked to rewrite for one or more of the following reasons:

- There is an obvious lack of understanding of concepts and a poor grasp of psychodynamic thinking.
- Client material is inadequately presented, inappropriately used and insufficient in detail.
- There is either insubstantial or no linking and processing of concepts and practice.
- References and bibliography are inadequate and inaccurate.
- The structure of the paper is poor, and writing difficult to follow.
- There is overall inadequate awareness and appreciation of psychodynamic thinking.

Fail (less than 50%)

As above. The rewrite fails to address and correct the difficulties so that overall, the paper remains at an inadequate standard.

Viva

For students who have a learning disability, and difficulty with essay writing, discretion may be used to offer a viva (oral examination of their essay). Students will be asked questions on their written work and graded. This grading can than contribute towards their overall essay score.

This will only be considered in exceptional circumstances whereby there is a unanimous decision by seminar leaders and management to conduct a Viva. It must be made clear that this is an additional component and not in replacement of a written essay.

Appendix 2 – Student Disability Policy

Aims and objectives.

The aim of this policy is to create a training that allows for full inclusion for students with disabilities.

ECPS uses the Equality Act's (2010) definition of a disabled person:

‘if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities’.

The objectives of this policy are:

- To commit to having an inclusive environment, which facilitates disclosure of disability and allows all applicants and students to demonstrate and realise their full potential.
- To provide fair and equal treatment of students.
- To comply with the legislative requirements under the Equality Act (2010), particularly the need to avoid discrimination and provide reasonable adjustments for disabled students.

Guiding principles

The Student Disability Policy is concerned primarily with ensuring that students with disabilities are receiving fair and equal treatment so that they have the opportunity to demonstrate and realise their full potential.

Policy statement

ECPS will ensure:

- That the requirements of those students who disclose a disability are assessed on an individual basis.
- That all discussions and information regarding a disability are treated in a confidential manner.
- All staff and students at ECPS are expected to be responsible for implementing this policy.

Implementation of this policy

All staff at ECPS are expected to be responsible for implementing this policy. This policy will be available to all staff and students via the Staff and Student Handbook.

Procedure and Process

A disabled student is encouraged to disclose their disability at an early stage, such as at application or enrolment. Information on the disability disclosure procedure is available in the training handbook.

The Student Disability Coordinator aims to make contact with any student who has disclosed a disability, allowing them to make an appointment to discuss any support needs.

A disabled student is usually required to provide written evidence of their disability (such as an educational psychologist's report, GP Letter, etc.)if they request any reasonable adjustments.

If adjustments are agreed upon, a Student Support Agreement will be completed and sent to the student and relevant academic staff.

Measurement of policy

Feedback from disabled students will be sought by ECPS and passed onto the Student Disability Coordinator. Any student complaints related to disability issues should be directed to the Student Disability Coordinator, either on an individual basis or via the Ethics Committee.

The Student Disability Coordinator will liaise with individual students in order to review adjustments agreed in Student Support Agreements.

The review will take place at a minimum on an annual basis.

Monitoring of the policy

The Disability Coordinator will gather feedback received from disabled students and report findings to the Ethics Committee.

Review of the policy

The policy will be under review by the Management Team and Ethics Committee regularly to make amendments or improvements where needed.

Student Disability Coordinator

Michelle Brown

Michelle@enfieldcounselling.co.uk

Appendix 3 – Complaints Procedure

Complaints procedure for members of or applicants to courses in the ECPS training programme.

Informal complaints

There are three regular channels for current trainees to express dissatisfaction or to make informal complaints in relation to staff or courses at ECPS Training Programme.

a) Formal feedback sessions or anonymous questionnaire. All courses of the Programme build in formal feedback sessions or ask for anonymous questionnaire feedback at the end of the year. Trainees are encouraged to make use of these. ECPS undertakes to consider feedback carefully and is prepared to give reasons for not acting on all such feedback.

b) Through the trainees' meetings held three times a year with the Head of Training.

c) Individual trainees or a group may raise an issue of dissatisfaction/complaint, in the first instance with the person to whom the issue relates and if necessary, with the Head of Training, or if the Head of Training is personally implicated in the issue, then with the Clinical Director or Senior Supervisor.

In the case of the above, the Head of Training or Clinical Director or Senior Supervisor shall investigate (including asking for the complaint to be in written form if deemed appropriate) and take such action as is necessary in an attempt to resolve the complaint.

An applicant to a course expressing dissatisfaction with a selection process is normally asked to put this in writing so that it can be dealt with by the Chair of that process in consultation with the Head of Training or the Clinical Director. Dissatisfaction or a complaint expressed by a former member of a course is also normally initially dealt with by the Head of Training.

If the initial recipient of an issue of dissatisfaction or complaint is the Clinical Director, they will normally attempt, in the first instance, to resolve the issue via the Head of Training and structures outlined above.

Formal Complaints

These may occur when the informal procedure has been exhausted without the complaint being resolved.

The formal written complaint should be addressed to the Clinical Director, or in the case of internal complaints to the Head of Training who undertakes to pass it to the Clinical Director.

On receipt of a formal complaint the Clinical Director shall convene the ECPS Complaints Committee. This is a sub- committee of the ECPS Executive & Advisory Committee, and its members are:

- the Clinical Director
- Head of Training
- one other member of the Executive & Advisory Committee
- and one person external to the organisation.

A personally implicated party will withdraw.

The terms of reference of the Committee include:

a) All complaints that have exhausted the informal procedure shall be brought to the attention of the Committee, which shall confer as to whether there is a case to answer and if so shall determine the process for answering it. If the Committee decides that there is no case to answer, it is of course open to complainant to complain independently to the British Association for Counselling and Psychotherapy (BACP) or the British Psychoanalytic Council (BPC).

b) The process for answering complaints by the Committee shall include:

   i. Receiving details of the complaint in writing.

   ii. Meeting to discuss the issues involved.

   iii. Advising the relevant people of what course or action should be taken to satisfy the complainant.

   iv. Advising the complainant that they have the independent right of complaint to the BACP or BPC.

   The cost of the process of complaint shall be borne by Enfield Counselling & Psychotherapy Service.

c) The priority of aims in answering complaints shall be to:

   i. Satisfy any legitimate complainant.

   ii. Ensure that both the complainant(s) and the person(s) complained of are aware of the nature, process and implications of the complaint and receive appropriate support.

   iii. Advise the Executive & Advisory Committee on disciplinary action if any. This includes the right of reference to a person's professional body.

   iv. Ensure that the situation is not repeated.

   v. Preserve the good name of Enfield Counselling & Psychotherapy Service.

   vi. Preserve the good name of the profession.

   vii. Deal with the matter as quickly and professionally as possible.

Complaints from clients being seen by trainees

These shall be heard in the first instance under the Enfield Counselling & Psychotherapy Service's Complaints procedure, though the Head of Training shall be kept fully informed of the process of such a complaint. In the light of the outcome of the complaint they will consider the implications for the Trainee, the training staff and the Course.

Appeals

Trainees/students can appeal against the decision of Enfield Counselling & Psychotherapy Service's Complaints Committee. They need to write to the Head of Training outlining the grounds of an appeal.

If the grounds are considered sufficient, the Head of Training will ask an External Assessor to hear the appeal. This will be done by reading the written evidence and, if necessary, by meeting with the student making an appeal.

Complaints brought by third parties

Enfield Counselling & Psychotherapy Service does not accept or hear complaints brought by third parties.

October 4th 2026