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Contents

Introduction and Background to the Development of EAC Training Standards ............ 5
Formation of the committee .................................................................................................. 5
Training Standards Guidelines ............................................................................................. 6

The European Association for Counselling ............................................................................. 8
Synopsis of the History of Counselling ................................................................................ 8
Definition of Counselling ....................................................................................................... 9

2. CHARTER FOR ETHICAL PRACTICE ........................................................................ 11
   Introduction ....................................................................................................................... 11
   2.1 Definitions .................................................................................................................. 11
   B Philosophical Principles ............................................................................................... 12
   2.4 ......................................................................................................................................... 16
   Ethical Framework ............................................................................................................. 16
   2.5. RESEARCH ................................................................................................................ 19
   2.6 CONFLICTS between Ethical Principles .............................................................. 19

3. ACCREDITATION .............................................................................................................. 20

4. Core Competencies for Counsellors in Europe .............................................................. 20
   Accredited European Counsellors will demonstrate their ability to: - .......................... 20
   Training Standards ............................................................................................................ 24
5 Definition of Terms.................................................................................................................. 24

6. Counselling Training - Recommended Programme .......................................................... 26
   6.1 Length of training ........................................................................................................ 26
   6.2 Core Theory – to include .......................................................................................... 26
   6.3 Counselling Process .................................................................................................. 27
   6.4 Counselling Practice ................................................................................................. 27
   6.5 Personal Development .............................................................................................. 28

7. Counselling Supervision .................................................................................................. 29
   7.1 Supervised Practice .................................................................................................... 29
   7.2 Definition of Counselling Supervision ....................................................................... 29
   7.3 Description of Counselling Supervision ................................................................... 30
   7.4 Models of Supervision ............................................................................................ 31
   7.5 Ratio of counselling/supervision hours ..................................................................... 31

8. Procedure for the Award of the European Certificate of Counsellor Accreditation (ECC) ...................................................................................................................................................... 32
   Accreditation Committee ............................................................................................... 32
   8.1 Relationship between the NA and the Accreditation Committee ......................... 32
   8.2 National Association Route to Accreditation with EAC ........................................ 33

Appeals Procedures ................................................................................................................. 33
9. Developing the EAC Accreditation Scheme .................................................................. 33
9.1 Special Case .................................................................................................................. 34
10. Towards the Future ........................................................................................................ 34
10. Glossary of Terms .......................................................................................................... 35
Preface

Welcome to the European Counselling Community. This document, I hope, will serve as a guideline to you who wish to join us in the common effort to establish counselling as a European Profession with clear goals as are spelled out in the definition of the term. In this document we reaffirm the standards of excellence and continuous growth necessary if we, as counsellors, are to respond to the growing needs of people facing new educational, socio-political, cultural and economic realities.

This work is, in addition, a new milestone in the progress of the European Association for Counselling. It follows the publication of the Charter of Ethics of practising counsellors and the minimum training standards of the European Counsellor. The European Certificate of Counselling introduces a new era in the Counselling profession and signifies our acceptance both of our different nationalities and cultures and the commonality of our efforts as European helping professionals.

This document is the result of the dedication and relentless efforts of the Professional Training Standards Committee. Their work is an example of successful co-operation between different approaches, cultures and personalities. It is also an incentive to all of us to continue with the good work. I am sure that I express the feelings of the whole of EAC membership in saying a grateful “thank you all for your excellent work”.

Mika Haritos-Fatouros
President of EAC
Introduction and Background to the Development of EAC Training

Standards

The Professional and Training Standards Committee (PTSC) have worked at all times according to the mandate of the EAC Executive. The work and decision of the PTSC were submitted to the EAC Executive for ratification.

Formation of the committee.

The Professional Training Standards Committee of the European Association for Counselling was formed as a standing committee in March 1996. Its membership comprises of one member of each National Association for Counselling, two Executive members and other members who are co-opted for their expertise. The committee evolved from the former Working Group of the EAC formed in 1994.

Our brief from the EAC Executive was to identify core competencies for European Counsellors and make recommendations to EAC regarding training guidelines and professional standards for Counsellors across Europe.

Our meetings have been lively, challenging and fruitful. Intense debate is perhaps the best way to describe how we communicate as each one of us attempts to make meaning across our different cultural and personal boundaries. The first meeting opened with a presentation on the potential polarities of a decision making process. Out of this discussion the following statement was developed to reflect the guiding philosophy for the work of the PTSC.

The prime task of the Professional and Training Standards Committee is to acknowledge, respect and address the tremendous difference that exists within the countries in Europe and avoid all political efforts to make the EAC a representative of any single part of Europe.

The professional Standards as developed by the PTSC should therefore be open to differences in:

- Dimension of country/culture
- Relationship between counselling and psychotherapy
- Individual versus organisational counselling
- State-of-the-art developments
- The extent to which different theoretical orientations are valued.
Our first task was to decide where we were going to pitch standards. This took time and energy. The polarities were clear. Some countries pushed for high standards and others wanted low standards. What was clear was that countries in which there were no agreed standards did not in fact want lower standards. Eventually we reached a clear consensus regarding the categories of European counsellor and related training standards.

The categories of counsellor and proposed training hours have been the subject of much debate, discussion and consultation. They reflect the need to incorporate the various ‘levels’ of counsellor under the European standards umbrella, as well as to promote the mobility of the professional counsellor across national boundaries so as to enhance the career path.

In developing minimum training standards and core competencies for European counsellors, we decided that core competencies would be explored as:

- Listing competencies for counselling roughly alongside phases of the counselling work (doing)
- Listing competencies for being a counsellor
- Intercultural core competencies not connected to a specific phase.

In order to work within our guiding philosophy we have consulted with and gathered feedback from colleagues across Europe regarding the training standards as laid out in this document. We have been fortunate to have committee members who represent different countries, modalities and with wide experience of the counselling profession internationally and within Europe. People who have served on PTSC include:

Lasse Arnby (Sweden)
Scott Borrelli (USA & UK)
Aldo Dinacci (Italy)
Francoise Ducroux-Biass (France & Switzerland)
Marga van Gelderen (Netherlands)
Polly Iossifides (Greece)
Patricia Kennedy (Ireland)
The ethics committee of the EAC developed the Ethical Charter. Alan Jamieson of the British Association for Counselling and Psychotherapy chaired this committee.

EAC now offers accreditation as a European Counsellor. In this booklet you will find the standards and procedures for the award of the European Certificate of Counsellor Accreditation.

We are aware of the trust and responsibility given to this committee by both the Executive and the membership. Our goal has been to attempt to honour these in setting of standards for counselling across Europe.

EAC is currently developing criteria for the accreditation of training programmes. The committee is keen to hear from the membership. Please let us know your views.

Jennie McNamara
Chair PTSC
September 2001
The emergence of the counselling profession could be said to be a twentieth century phenomenon. Throughout the evolution of peoples, there have been healers for those who were emotionally traumatised. Such forces for good may have been entitled oracles, high priests, witch doctors, leaders in established religions, medical professionals. Because of the enormous sociological and cultural changes that swept Western Europe and the United States in particular, from the last half of the nineteenth century, the need for an additional and more specific professional response made itself felt. In order to cope with the loss of traditional support structures such as the extended family system and sense of community, professional family care started in the United States as early as 1877. Standardisation of the family social-work response had to come and was in place by 1911. It was in this Social Science working response that counselling techniques had their origins.

Theoretically, counselling training has its roots in philosophy, psychology and social science. It is broad based and has drawn from a wide spectrum of scientific research. Buber's concept of the 'I-Thou' relationship has been one of the fundamental philosophical underpinnings. At the turn of the nineteenth and twentieth centuries Freudian psychoanalysis and its variations had been spreading north to Germany, south to Switzerland and across the Atlantic to the United States. Adaptations were made as hypotheses were tested and found wanting resulting in a variety of individual psychotherapies and family therapies. The early twentieth century Behaviourism of Pavlov, Watson and Skinner was influential in the formation of therapies for addictions. Alongside these developments the psychologist and epistemologist Piaget never tired of insisting that affective life and intellectual life are not only parallel aspects of the human psyche but also are interdependent. Feelings express the interest and value given to the results and outcomes of the intellectual process.

In 1937 the first university course on couple counselling was established at Duke University in the United States. In 1943 the first training manual in counselling for social workers was published. The decade of the 1930s saw the setting up of Hirschfeld marriage consultation bureaux in Germany, Austria, Switzerland, and the Netherlands and in the Scandinavian countries. In the countries where Hitler gained control, he annexed these bureaux to his own evil purposes. Fortunately the work of these bureaux, as first conceived, continued in the United States, in Britain and in the Eastern European countries such as the Czech Republic, beyond
Hitler’s reach. The centre in Prague was closed down in the communist putsch in 1948 and re-established again in 1967. The work done there includes premarital, marital, post-divorce, parenting, psychological problems, and psychological assistance in life crises and problems in relationships with colleagues, neighbours and friends.

Counselling at the present time can be considered from a variety of stances. There are a number of theoretical bases and specialisations, which deal with particular presenting problems. What do these variously described approaches have in common? Counselling has a role in for example child development, education, physical and mental health and in minority populations. In its role in the coming century it is possible to see the profession as the conduit of an intrapersonal and interpersonal revolution that has the capacity to facilitate the full development of the human person in a balanced society. In order to put safe boundaries around such a task, it is essential that a clear charter for ethical practice, together with guidelines for accreditation and practice be agreed and disseminated across national boundaries. To this end, the European Association for Counselling sets out its criteria for those wishing to acquire the European Certificate in Counselling.

The core value of the EAC Ethical Charter is the respect for human rights and differences. The attitudes, which characterise the counselling approach, are those of respect, integrity, authority, responsibility, autonomy, confidentiality and competence. In the delivery of practice, this leads to the skills of contracting, setting and maintaining boundaries, being explicit and open, monitoring the process and maintaining appropriate levels of privacy.

The European Association for Counselling criteria for the acquisition of the European Certificate in Counselling Accreditation constitutes the rest of this document.

DEFINITION OF COUNSELLING

**Counselling**: is an interactive learning process contracted between counsellor(s) and client(s), be they individuals, families, groups or institutions, which approaches in a holistic way, social, cultural, economic and/or emotional issues.

Counselling may be concerned with addressing and resolving specific problems, making decisions, coping with crisis, improving relationships, developmental issues, promoting and developing personal awareness, working with feelings, thoughts, perceptions and internal or
external conflict. The overall aim is to provide clients with opportunities to work in self-defined ways, towards living in more satisfying and resourceful ways as individuals and as members of the broader society.

(EAC definition of counselling adopted AGM 1995)
2. CHARTER FOR ETHICAL PRACTICE

Introduction

The purpose of this article is to define the general ethical framework for EAC members. The framework is based on a set of philosophical principles, which are listed later in this document. Organisational and individual members of the EAC are expected to adhere to this Charter. The text takes into account issues that can be reasonably foreseen in the practice of the counselling profession. Each member has to devise and monitor specific standards and rules, which take into account and respect existing laws and the particular social and cultural norms of their country. Counselling and associated activities should be informed by the principles outlined in this article.

2.1 DEFINITIONS

2.1.1 Counsellor

a person offering a counselling service to clients, in line with the EAC definition of counselling, who has the levels of skill and training specified in the standards laid down by EAC.

2.1.2 Client:

a person, a couple, a family, a group or an organisation directly or indirectly seeking help through a counselling relationship.

2.1.3 Counselling Relationship

an explicitly agreed and formally contracted...
professional relationship between a counsellor and a client.

2.1.4 Direct Assignment the counselling relationship is initiated by the client.

2.1.5 Indirect Assignment the counselling relationship with the client is initiated by someone else, e.g. an employer on behalf of an employee, courts of law and legal processes. In such cases the client must give consent.

2.1.6 Third Party a person(s) not involved in the direct or indirect assignment. A third party may be a family member, friend, colleague, employer and other professional or a court of law.

B PHILOSOPHICAL PRINCIPLES

2.2.1 The core values of a counsellor are based on respect for universal human rights and for individual and cultural differences.
2.2.2 The values underpin a set of attitudes and skills which have special regard for the integrity, authority and autonomy of the client.

2.2.3 Respect is the unconditional acceptance of clients but not necessarily acceptance of all of their behaviour. Counsellors have responsibility for making themselves aware of individual and cultural differences.

2.2.4 Integrity honours the right of the client to maintain their physical and emotional boundaries and the right not to be exploited in any way.

2.2.5 Authority recognises that responsibility for entering a counselling relationship is vested in the client whether the counselling is initiated by direct or indirect assignment.

2.2.6 Autonomy acknowledges the freedom of the client to express themselves, their needs and their beliefs within the boundaries of a shared respect for universal human
rights and individual and cultural differences.

2.2.7 Privacy protects the counselling relationship from uncontracted observation or inappropriate observation, interference or intrusion by others.

2.2.8 Confidentiality respects personal information disclosed within a relationship of trust and protects that information from inappropriate disclosure to others.

2.2.9 Responsibility requires the counsellor to actively ensure the observance of the key philosophical principles, outlined above, in the service provided through the counselling relationship.

2.2.10 Competence is the requirement on counsellors to ensure and maintain high standards of practice in their work. Counsellors should provide only those services and use only those techniques for which they are qualified by education, training or experience.
2.3. The diagram below shows the dimensions in which practitioners put ethical principles into practice.

3rd is how 1st and 2nd are demonstrated
2.4 ETHICAL FRAMEWORK

2.4.1 The counselling approach values the integrity, authority and autonomy of the client. This is expressed in a skilled and professional way in the counselling relationship.

2.4.2 Counsellors are responsible for the quality of work they do with clients by:

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<tbody>
<tr>
<td>a</td>
<td>acting according to professional standards of competence</td>
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<td>b</td>
<td>maintaining confidentiality</td>
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<td>c</td>
<td>being open and explicit with clients about the counselling process</td>
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<td>d</td>
<td>engaging only in activity in which they have expertise and in which they are able to act independently and objectively</td>
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<td>e</td>
<td>remaining within the boundaries of the counselling role</td>
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<td>f</td>
<td>ensuring they receive adequate supervision of the counselling work.</td>
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<td>g</td>
<td>continuing their own personal and professional development as counsellors</td>
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<tr>
<td>h</td>
<td>establishing, maintaining and monitoring a clear counselling contract</td>
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2.4.3 Information disclosed during counselling normally remains confidential to that professional relationship except when otherwise negotiated

2.4.4 Confidentiality is an important ethical requirement and without high levels of confidentiality counselling may be frustrated by the client’s lack of trust and sense of safety. However, confidentiality is not absolute because counsellors
need to take into account the laws and the constraints of their society and of their professional roles. Any limitations that may be placed on confidentiality within the professional relationship should be made explicit at the time of contracting. Any subsequent conflicts with the principle of confidentiality must be handled clearly and openly with the client at the time of disclosure in a way that respects the client’s right to privacy and safety. In circumstances where a breach of confidentiality may be required, the counsellor should endeavour to secure the written and informed consent of the client.

2.4.5 Counsellors need to be open with themselves and with clients about the feasibility of working together in a professional relationship.

2.4.6 The professional relationship is defined by an explicit and mutually agreed contract and ends with the termination of the contract. However, certain professional responsibilities continue beyond the termination of the contract. These include, but are not limited to, the following:

- maintenance of agreed-upon confidentiality
- avoidance of any exploitation of the former relationship
- consideration of any needed follow-up care

2.4.7 Counsellors need to be clear about any responsibilities, including those outlined above, involved in the professional relationship, which may conflict with the
interests of the client. Any responsibilities to third parties must be explicit at the pre-counselling contract stage or as soon as they become a factor in the counselling. For example, a relationship can be the result of a counselling request by indirect assignment. In such cases the counsellor needs to be explicit with both parties about the accountability involved to both the direct counselling client and the party requesting help, e.g. an employer who makes a request for counselling for an employee with burnout.
2.5. RESEARCH

Research into counselling should be undertaken by competent researchers who are familiar with the values of counselling. It requires full consideration of ethical issues and concern for the dignity and welfare of the participants. Researchers have a responsibility to behave in ways that are as consistent as possible with the core values of counselling. Research that violates those values is unethical and should not be undertaken. The fully informed consent of all parties is a fundamental ethical imperative in experimental research.

2.6 CONFLICTS BETWEEN ETHICAL PRINCIPLES

2.6.1 The complexity of ethical issues makes it likely that different ethical principles and clauses within the Charter may cause problems in specific circumstances. Sometimes the provisions in the Charter may also clash with the expectations of, for example, Legal Professionals. By their very nature the resolution of ethical dilemmas is not guaranteed to be simple.

2.6.2 In particular cases when counsellors face a conflict between ethical principles the intention should be to strive for the greatest good and the least harm for the client.

2.6.3 Members of EAC must comply with this Charter and must not work to lower ethical standards than those defined in this Charter. However, National Associations and Organisations are free to place higher more stringent standards on their own members in their nation states.
3. ACCREDITATION

This category of membership is open to EAC members who have been awarded the European Certificate of Counsellor Accreditation. It lasts for five years when the member can apply for re-accreditation according to the guidelines of the NA or EWO.

4. CORE COMPETENCIES FOR COUNSELLORS IN EUROPE

Accredited European Counsellors will demonstrate their ability to:-

4.1 Continually develop multicultural awareness;

4.2 Recognise cultural differences between counsellor and client at cultural /country level, and acknowledge and address these in a non-judgmental way;

4.3 Adjust their style of communication to match that of the client;

4.4 Set, maintain and review the appropriate structural and relational boundaries at different stages of the counselling process
4.5 Establish a contract, or a clear mutual working agreement regarding the aims of the counselling work;

4.6 Develop awareness of the context in which the client and counsellor are functioning so that the best possible conditions are created; develop awareness of how the counselling influences the context;

4.7 Address the client’s issues in ways that contribute to the counselling process;

4.8 Refine the aims of the counselling in order to move it forward;

4.9 Facilitate the movement toward the client’s personal insight, development and change

4.10 Facilitate the transfer of learning from the counselling relationship to the client’s everyday life

4.11 Review the counselling process in terms of the client’s experience

4.12 Bring the counselling to closure, in a way that recognises the experience for both the client and the counsellor
4.13 Work consistently within a clear theoretical orientation

4.14 Recognise limits and boundaries, both professional and personal

4.15 Recognise client issues that need the attendance of another professional and refer the client appropriately

4.16 Be consistently aware of ethical issues and of an appropriate approach to ethical Dilemmas

4.17 Evaluate the counselling process in terms of your own learning as a counsellor

4.18 Recognise the need for on-going supervision and act accordingly
<table>
<thead>
<tr>
<th>Training Standards for the European Certificate for Counsellor Accreditation (EAC[ac])</th>
<th>Accredited European Counsellor</th>
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<tbody>
<tr>
<td>450 hours course work (theory/skills)</td>
<td>450 hours counselling practice</td>
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<td>450 hours counselling practice</td>
<td>(including supervised practice)</td>
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<td>Supervision (ratio to be decided)</td>
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<td>50 hours personal development</td>
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<td>Training hours to normally be completed</td>
<td>Training hours to normally be completed</td>
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<td>in a minimum of 3 years and a maximum</td>
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<td>· Sign code of ethics and practice</td>
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<td>· Professional liability insurance</td>
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<td>wherever possible</td>
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<tr>
<td>· Continuing professional development</td>
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<tr>
<td>· On-going counselling supervision</td>
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TRAINING STANDARDS

5 Definition of Terms

5.1.1 Course Work
This refers to an in-depth training in counselling, that includes the syllabus that enables the trainee counsellor to develop the core competencies as outlined in the section entitled Training Programme. At best this will normally be an integrated training within an established training programme, which employs an external examiner, has an appeals procedure and is recognised by the local National Association for Counselling. This training will be exclusive of any primary academic degree already obtained.

5.1.2 Personal Development
The following are general guidelines for each training programme to be implemented according to their specific theoretical approach. The purpose of this component is to facilitate:

1. Awareness of personal issues in the work and how these might influence the counselling process;

2. On-going development in:

   I. intellectual understanding and knowledge

   II. emotional maturity

   III. acceptance of self and others

3. Experience of being in the client role, wherever
possible within a formal professional counselling relationship;
4 Development of a global perspective of self in relation to the world.

5.1.3 **Supervised Counselling Practice.**
See definition 7.1. Will normally take place within a formalised and contracted counselling arrangement

5.2 **Training Requirements**

5.2.1 450 hours of course work including theory and skills

5.2.2 A minimum of 50 hours of personal development consistent with the model of practice;
5.2.3 450 hours of supervised counselling practice.

The above hours will normally be completed in a minimum of 3 and a maximum of 6 years.

**Personal Commitment**
From the start of training and post-qualification counsellors will

5.2.4 Sign their agreement to maintain the relevant codes of ethics and practice
5.2.5 Hold professional liability insurance where one is possible locally
5.2.6 Have on-going counselling supervision

5.2.7 Ensure continuing professional development
6. COUNSELLING TRAINING - RECOMMENDED PROGRAMME

Each programme will have its own methodology according to its philosophical and theoretical base. The following are recommended guidelines for the establishment of a counsellor-training programme.

6.1 Length of training

This programme is to be undertaken during a minimum period of 3 years and a maximum of 6 years.

6.2 Core Theory – to include

6.2.1 Clear understanding of a core theoretical model of counselling
6.2.2 Theories of personality
6.2.3 Theories of change or client movement
6.2.4 Models of human development
6.2.5 Understanding of psychological dysfunction
6.2.6 Understanding of ethics and professional practice
6.2.7 The history of counselling and a study of at least two other counselling approaches
6.2.8 Study of cultural differences and awareness processes
6.3 Counselling Process

The programme will enable the trainee to:

6.3.1 Establish a counselling relationship
6.3.2 Work within a clear theoretical frame
6.3.3 Heighten awareness of interpersonal dynamics
6.3.4 Develop their ability to understand and work with verbal and non-verbal communication
6.3.5 Facilitate the client’s understanding and self-awareness of the issue presented
6.3.6 Explore their on-going professional development by review and evaluation
6.3.7 Become aware of and address personal and professional limitations and issues.

6.4 Counselling Practice

Training programmes must ensure that trainee counsellors pursue their supervised practice in an appropriate environment. This will normally be in a formalised and contracted counselling arrangement. Training programmes must ensure that providers of counselling supervision are experienced practitioners in the field.

In addition to these arrangements clear contracts need to be established regarding:

6.4.1 Supervision arrangements
6.4.2 Ethics and professional practice;
6.4.3 Administrative arrangements;
6.4.4 Any financial arrangements
6.4.5 Liaison and referral to other professionals and services.

6.5 Personal Development

The purpose of this component is to:

6.5.1 Facilitate awareness of personal issues as they arise in the work and how these might influence the counselling process
6.5.2 Facilitate on-going growth in

   i. intellectual understanding and knowledge,

   ii. emotional maturity and

   iii. acceptance of others
6.5.3 Experience being in the client role within a formalised professional counselling relationship;
6.5.4 Facilitate the development of a global perspective of self in relation to the world
Counselling Supervision

7.1 Supervised Practice

This means formal and contracted supervision of counselling practice as defined below. EAC recognises that in some countries practitioners will find it difficult at the moment to have supervision from an accredited or professional counsellor. In such cases it is required that supervision from a qualified professional in an allied field with an understanding of counselling as defined by EAC is obtained.

7.2 Definition of Counselling Supervision

7.2.1 Counselling supervision is a contracted, professional relationship between two or more individuals engaged with counselling activities, which leads to reflection on the counselling situation and its structure;

7.2.2 Supervision provides emotional support, containment and clear boundaries for the counsellor and the counselling work

7.2.3 Supervision encompasses an element of learning that includes elucidation of codes of ethics and practice;

7.2.4 Supervision responsibly monitors the working process between counsellor and client;

7.2.5 The supervisory relationship and process of supervision are congruent with the developmental needs of the supervisee;

7.2.6 Supervisors are responsible for monitoring their own ethical boundaries and abilities.
7.3 DESCRIPTION OF COUNSELLING SUPERVISION

Counselling supervision enhances the counsellor’s effectiveness in responding to the needs of the client. Towards this purpose, counselling supervision assists those involved in the counselling profession in:

7.3.1 Becoming increasingly aware of their own responses generated by their counselling work

7.3.2 Deepening their professional knowledge

7.3.3 Continuously developing their counselling and professional skills

7.3.4 Managing their caseload

7.3.5 Evaluating their professional practice

The supervisor offers a climate in which the supervisee can feel understood, supported and challenged as well as instructed and assisted in their counselling work. It is the supervisor’s responsibility to provide conditions that will help the supervisee to consider their experiences as subjects for reflection, elucidation and generating sources of knowledge.

Counselling supervision takes place both during the training programme and after completion of the programme. An independent supervisor of his own choice then supervises the counsellor. However, the supervision offered by the training programme is evaluated along with the programme.
4 Models of Supervision

The following models of supervision will be adopted during the interim five-year period:

i  One-to-one (supervisor-counsellor

ii Group supervision with counselling supervisor

iii Combination of the above modes of supervision

iv Peer supervision could be acceptable for accredited practitioners with 5 years post-accreditation experience. This would be subject to the requirements of the NA’s or the guidelines of individual modalities

Group Supervision is valuable but is not seen as the equivalent of one-to-one supervision.

It is preferable that the same person does not undertake supervisory and managerial responsibilities. If this cannot be avoided then the tasks and roles need to be clearly defined and contracted for.

Peer group support with clear aims and boundaries can enhance good counselling practice. However, this should not be used to replace supervision.

7.5 Ratio of counselling/supervision hours

The availability of supervisors and the understanding of the importance of supervision and supervision training are developing at different rates in different countries. Until an EAC requirement is decided please refer to your National Association for this requirement.
8. Procedure for the Award of the European Certificate of Counsellor Accreditation (ECC)

Accreditation Committee

The Accreditation procedures will be monitored and developed by an Accreditation Committee. The scheme is already in operation and will be reviewed in 2006.

8.1 Relationship between the NA and the Accreditation Committee

8.1.1 The Accreditation Committee will examine whether the training standards, accreditation and re-accreditation procedures of the NA’s meet EAC criteria.

8.1.2 The Accreditation Committee recognises that some NA’s have well-established procedures whilst others are in early stages of development. Well-established NA’s who have comparable standards of training and accreditation should follow their own procedure following the acceptance of that procedure by the EAC Accreditation Committee.

8.1.3 The EAC Executive recognises that some NA’s are in early stages of development. In these cases, the Accreditation Committee will provide consultation to help NA’s meet the EAC standards of counsellor accreditation. A proforma has been designed to guide NA’s in the task.
8.2 National Association Route to Accreditation with EAC

8.2.1 Each NA will provide the Accreditation Committee with copies of their standards and procedures for counsellor accreditation; codes of ethics; complaints and procedures for counsellor accreditation; codes of ethics; complaints procedures and the pro forma for application to the NA for accreditation with EAC.

8.2.2 Once the criteria and procedures are in place and agreed by EAC for the purposes of accreditation through the EAC, the NA will be in a position to recommend candidates for the award of the European Certificate of Counsellor Accreditation.

8.2.3 Any changes to accreditation procedures and training standards must be communicated to EAC.

Appeals Procedures

A copy of the Appeals procedure can be obtained by writing to EAC

9. Developing the EAC Accreditation Scheme

The preceding pages outline the first important steps taken by the EAC to establish an agreed set of standards for counsellor accreditation that can be owned and validated across country, language and cultural boundaries. However, EAC recognises that these are every much first steps and is now committed to making the scheme as inclusive and accessible as possible to the widest range of participants.
So far EAC has recognised a relatively small number of NA’s. However we have many members in countries that do not yet have NA’s. Our intention is to support the creation of new National Associations for Counselling.

EAC is currently exploring the idea that European Wide Organisations (EWO’s) might become Awarding Bodies for the European Certificate of Counsellor Accreditation. This is an interim measure to enable individuals in countries without an NA to apply for accreditation with EAC. EWO’s are organisations representing a single theoretical orientation across several national boundaries. Any EWO which has developed its own system of accreditation may be eligible to be validated by EAC as an awarding body. Current thinking is that the principles for validating EWO’s as awarding bodies will be the same as those for NA’s.

9.1 SPECIAL CASE
EAC Members in countries without an NA and whose modality is not covered by an EWO are invited to approach EAC for support in widening their national counselling network with a view to eventually developing an NA.

10. TOWARDS THE FUTURE
The EAC is committed to developing the counselling approach of listening and understanding both within and across national boundaries, and across languages and cultures.
To this end the EAC Accreditation Committee would like to invite and encourage those interested in counselling in countries with different traditions to become involved with these developments.
The Accreditation Committee wishes to support those interested in developing a National Association and to enable those seeking awards to attain the agreed standards.
10. GLOSSARY OF TERMS

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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>EAC</td>
<td>European Association for Counselling</td>
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<tr>
<td>AC</td>
<td>Accreditation Committee</td>
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<tr>
<td>ECCac</td>
<td>European Certificate of Counsellor Accreditation</td>
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<tr>
<td>NA</td>
<td>National Association</td>
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<tr>
<td>EWO</td>
<td>European Wide Organisation</td>
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<td>PTSC</td>
<td>Professional and Training Standards Committee</td>
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