



CERTIFICATE IN

COUNSELLOR

TRAINING

2026

Cork Counselling Services Training Institute (CCSTI)

Certificate in Counsellor Training: Apprenticeship Pathway

Programme Overview

The Certificate in Counsellor Training is an apprenticeship-based programme designed to support the development of future Counsellor Trainers. Students engage in a structured, practice-based learning journey that integrates theoretical study, skills development, co-facilitation, and reflective practice.

This unique model offers students the opportunity to work alongside experienced and qualified Counsellor Trainers, gaining invaluable hands-on experience in group facilitation, student development, and professional training. In addition to tutorials, supervision, and preparatory work, students receive ongoing one-to-one tuition in group facilitation and pedagogical methods.

The apprenticeship also opens up access to the professional field of counsellor training, providing opportunities for networking, peer support, and engagement with prospective employers. This on-the-job experience enhances employability within both group facilitation and counsellor education.

Core Training Relationships

With Students

Apprentice Trainers learn to foster a respectful yet appropriately challenging environment for interpersonal learning. They acquire key relational skills and explore the ethical and legal foundations of the counsellor training contract. With live supervision, they practise building and maintaining effective training relationships, managing boundaries, and working through relational ruptures and challenges. Apprentice Trainers are also supported in distinguishing clearly between the roles of therapist and trainer.

With Co-Trainers and Training Teams

Apprentice Trainers co-facilitate with qualified trainers and participate as active members of the training team. These relationships evolve over time and are regularly reviewed through live supervision and reflective dialogue.

Trainees are encouraged to engage creatively and collaboratively in all aspects of training delivery. This includes critical self- and peer-review, ongoing course evaluation, and dynamic participation in group supervision. The interplay between team, student group, and co-facilitation is examined continuously as a living system.

Personal Development and Therapy

Apprentice Trainers support the personal development of their students and continue their own therapeutic work throughout the apprenticeship. Personal therapy remains a core component of professional and ethical development.

Skills Development

Trainees learn how to teach, model, and evaluate counselling skills in line with integrative humanistic principles. They support students beginning clinical placements and learn to help students connect their interventions to theory.

Theoretical components include critical engagement with group dynamics through reading, small group discussion, and co-facilitation. Live supervision, pre- and post-session reviews, and training supervision all provide spaces for deeper learning.

All Apprentice Trainers are expected to be in active counselling practice. While IACP accreditation is not mandatory at entry, trainees who are not accredited must be actively working towards accreditation. Though this course does not qualify participants as professional supervisors, basic supervision skills are introduced.

Student Assessment Practice

Trainees are involved in assessing prospective students for counselling degree programmes. They learn to evaluate readiness, suitability, and availability through both written and verbal formats.

They also engage in mid-year and end-of-year assessments of students' development, learning how to provide balanced feedback based on concrete observations. In instances where formal warnings are issued, Apprentice Trainers learn to support students in identifying and addressing areas for development.

Theory and Academic Engagement

Apprentice Trainers study and teach the theoretical foundations of Integrative Humanistic Counselling. They are required to read widely, prepare teaching materials, assess written work, and support students in linking theory to practice.

In addition to Humanistic Integrative Theory, the curriculum includes:

- Group Theory and Group Dynamics
- Lifespan Development
- Ethics, Legal, and Professional Practice
- Issues of Difference and Discrimination in Counselling

Trainees submit corrected samples of students' theoretical work as part of their own assessment in January and June.

Administration and Record-Keeping

Apprentice Trainers are expected to understand and uphold the ethical, legal, and professional standards related to record-keeping. This includes maintaining accurate and up-to-date individual and group records for all students they support.

Trainees also contribute to the development of training manuals and course documentation and are responsible for staying informed about course requirements, policies, and institutional procedures.

Apprentice Trainer Assessment

Assessment is ongoing and developmental. In addition to regular feedback from the training team, trainees undertake two formal assessments per year (January and June). These assessments include self-reflection, peer and supervisor feedback, and written evaluation. Trainees are expected to submit a written report on each assessment for inclusion in their training record.

Written Assignments

Please note that there are handouts on SharePoint in the Apprentice Trainer folder that further detail what is required to complete both assessments outlined below.

Year 1:

Present **three** learning incidents that you witnessed/participated in your training group. Describe key group themes, relevant theoretical frameworks, and your relationships with both the group and your co-trainer. Reflect on how these incidents influenced you, your relationship with your group as well as your co-trainer.

Deadline: 1st May 2027

Year 2:

Present your own integrative humanistic model of training. Reflect on your development as a trainer and articulate how your personal model has emerged from experience and theory.

Deadline: 1st May 2028

Learning Outcomes

By the end of the programme, Apprentice Trainers are expected to:

1. Co-facilitate a training group safely and effectively
2. Demonstrate a working knowledge of group theory and dynamics
3. Establish and maintain professional training relationships with students
4. Show basic competence in student assessment
5. Teach counselling theory and skills based on a humanistic integrative model
6. Facilitate students' personal development processes
7. Apply ethical and legal frameworks in training contexts

8. Work as part of a reflective, collaborative training team
 9. Be self-directed and creative in their learning and professional development
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Programme Fees & Earnings

Apprentice Trainers are fully sponsored to complete the training on the condition that they commit to working with the organisation for two additional years post-qualification. Please note that personal therapy costs are not included in the sponsorship.

An hourly rate is paid to apprentice trainers for training workshop hours and reasonable preparation time (normally about 8 hours per workshop, but potentially more once explicitly requested). This will be discussed on application.

You may need to attend supervision on occasion. Time for this will not be paid but neither will supervision be charged. Accommodation costs will be paid for on any residential workshops. Travel expenses are payable at civil service rates when the workshop is outside Cork City and environs.

Programme Duration and Commitment

The Certificate runs from September through to July, following the academic calendar of the Institute. Induction and preparatory meetings take place three times a year in year one and twice in year two of the programme.

Full participation is expected in all components of the programme, including:

- Staff meetings
- Training supervision
- External examiner meetings
- Student assessments
- Co-facilitator planning sessions
- Individual and group contact hours

Additional preparation and study time outside scheduled workshops is required.