**Progression to the Diploma (or to Level 3) by Accreditation of Prior Experience and Learning (APEL)**

The trainings that we offer are designed for people who are active as therapists or counsellors, or who work in contexts where they offer similar help to people. We treat all requests to go directly to the Diploma/Level 3 with great care.  I'm sure you will understand that our concern about this comes from experiences when learning groups have been held up when a group member has not grasped the basics that underpin the teaching of ideas or practice, or equally has not grasped the practice. This is, of course, not a good experience for anyone, least of all for the person who realises they are not understanding something that others are familiar with.

In responding to requests to go direct to the Diploma/Level 3 we have developed an APEL process which follows.

Below is a list of topics that we routinely focus on during the Levels 1 and 2 Intensives. We spend time on the theory and practice of each, frequently including a didactic presentation, live or video demonstration and practice in using and being on the receiving end of each skill area. Please comment on your understanding of and practice of each of these knowledge and skill areas, together with a brief description of any specific teaching you have had on them, who with and the time involved, together with any reading, writing or presentations undertaken.

We are not asking you to explain or describe the idea or skill as we would take you at your word if you said you were thoroughly familiar with it - just to confirm that you are familiar with the theory and practice applications of it. This should give us enough information to know whether you are likely to be at an equivalent level of understanding and practice to those who have done the Level 1 & 2 Intensives.

Levels 1 & 2
The Story metaphor and its relevance for narrative practice
Structuralism and non-structuralism - internal and intentional states of identity
Externalising conversations
Re-authoring conversation map
Statement of Position Map 1
Discerning and developing exceptions/ unique outcomes
Statement of Position Map 2
Modern power, traditional power, cultural discourses and normalising judgements
Re-membering Conversations
Outsider Witness Practice
Letter writing and other documents
The Absent but Implicit
Failure conversations map
Working with trauma
Scaffolding Distance

Using Narrative in Supervision

If you have any queries please do contact us (info@theint.co.uk) and we will be very happy to discuss this further.

When you have completed this self-assessment process please send your written response (as outlined above) to info@theint.co.uk