



Academic Criteria for the Recruitment of Counselling Tutors

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Academic Criteria for the Recruitment of Counselling Tutors

Introduction

1. Spurgeon's College will recruit and select the best possible candidates for academic vacancies as they arise. The College is committed to securing equality of opportunity in employment and to the creation of an environment in which individuals are selected, trained, promoted, appraised and otherwise treated on the sole basis of their relevant merits and abilities. Counselling Tutors must be able to support the aims, ethos, values and vision of the College. Due to the wider aspects of their job description, there will normally be a genuine occupational requirement for Counselling Tutors to affirm the Evangelical Alliance's Basis of Faith.¹

Scope

2. Spurgeon's College is a higher education provider that delivers validated and non-validated courses. Its academic staff are primarily responsible for delivering both validated and non-validated courses.² This policy covers academic recruitment and selection for associate, part and full-time Counselling tutors. It does not cover specialists delivering individual classes on a one-off basis, or tutors in non-Counselling programmes.
3. Successful candidates for all counselling appointments must possess excellent written and verbal communication skills in English.

Non-validated Course – Part-time Tutor in Counselling

4. Candidates for a part-time tutor's post, as part of the teaching staff team at the College delivering non-validated courses, will be selected on the basis of their experience, qualifications and ability to deliver the relevant programme of study.
5. Successful candidates will normally have an appropriate undergraduate degree and experience of teaching Counselling. They should also be a member of a recognised professional body.

Associate Tutor: Validated Courses – Undergraduate Programme

6. The College will appoint Associate Tutors on fixed hours contracts to meet specific academic needs. The roles may be advertised and the appointment made following

¹ Spurgeon's College has an evangelical ethos and subscribes to the Evangelical Alliance's Basis of Faith - <https://www.eauk.org/about-us/how-we-work/basis-of-faith>

² Validated courses are those programmes of study that have been validated by a degree awarding body or institution incorporating levels 4 – 8 in the Higher Education Qualification Framework. See <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> Non-validated courses are programmes of study offered by an academic institution that are not eligible for Student Loans finance.

open competition or, if it is judged to be in the interests of the College, suitably qualified individuals may be invited to fill the roles.

7. Associate Tutors who deliver unit(s) on a validated undergraduate degree programme or pathway, will normally possess an appropriate Master's Degree. The specialist nature of elements of the Counselling undergraduate programme, however, may permit a sector-recognised specialist(s) to deliver a unit(s) with an appropriate undergraduate degree. In such a situation, guidance and approval must be sought from the Academic Director to ensure that academic quality and rigour within the pathway is maintained.

Part-Time and Full-Time Tutor in Counselling: Level 2 and 3

8. Candidates for a part or full-time tutor's post will be selected on the basis of the generic core responsibilities of a tutor and any particular or distinct requirements as detailed within the job specification. Successful candidates will possess excellent written and verbal communication skills.
9. The generic core responsibilities of a tutor are:
 - Teach in the area of the designated subject specialism.
 - Facilitate appropriate contact time with students (outside the lecture room).
 - Be involved in assessment, including setting questions for assessed work and the marking and moderation of assignments as relevant.
 - Contribute to the production and revision of course material, as appropriate.
 - Participate in the regular teaching staff meeting and in staff training.
 - Keep up to date with professional standards and developments within the profession.
 - Be involved, as required, in the academic life and administration of the College, including:
 - i. Membership of relevant committees.
 - ii. Participating in curriculum development and inspection.
 - iii. Monitoring and evaluating courses.
 - iv. Integrating teaching and learning resources.
 - v. Participating in the development of academic policy.
 - Take an appropriate share in the recruitment and professional development of students, including:
 - i. The interview process.
 - ii. Liaison with placement providers and accrediting bodies as relevant.
 - iii. Assessing various aspects of students' professional development and fitness to practise.
10. Additional responsibilities will be specific to each tutor and will be defined in consultation with the Programme Director and Academic Director.
11. The core and additional responsibilities of a part-time tutor will be commensurate with number of hours employed.
12. Candidates for a part or full-time tutor's post will meet the minimum qualification requirements for tutors as specified by the validating body (Counselling and Psychotherapy Central Awarding Body. Current requirements can be found [here³.](#))

³ Requirements for tutors can be found within the specification for the relevant level being taught.

Part-Time and Full-Time Tutor in Counselling: Validated Courses – Level 4 to 7

13. Candidates for a part or full-time tutor's post will be selected on the basis of the generic core responsibilities of a tutor and any particular or distinct requirements as detailed within the job specification. Successful candidates will possess excellent written and verbal communication skills.
14. The generic core responsibilities of a full-time tutor are:
 - Teach in the area of the designated subject specialism and in other areas as agreed from time to time.
 - Facilitate appropriate contact time with students (outside the lecture room).
 - Be involved in all aspects of assessment, including setting questions for assessed work, marking and moderation of scripts and participating in meetings of the Progression and Awards Board.
 - Contribute to the production and revision of units, as appropriate.
 - Participate in the regular teaching staff meeting and in staff training.
 - Supervise students for dissertations and research projects as allocated.
 - Engage in regular research and writing and keep up to date with professional standards and developments within the profession.
 - Be involved, as required, in the academic life and administration of the College, including:
 - i. Membership of the Academic Board and other committees.
 - ii. Participating in curriculum development and inspection.
 - iii. Monitoring and evaluating courses.
 - iv. Integrating teaching and learning resources.
 - v. Participating in the development of academic policy.
 - vi. Leading pastoral groups or Chapel as relevant.
 - Take an appropriate share in the recruitment and professional development of students, including:
 - i. The interview process.
 - ii. Liaison with placement providers and accrediting bodies.
 - iii. Assessing various aspects of students' professional development and fitness to practise.
15. Additional responsibilities will be specific to each tutor and will be defined in consultation with the Academic Director.
16. The core and additional responsibilities of a part-time tutor will be commensurate with number of hours employed.
17. Candidates for a part or full-time tutor's post will usually:
 - Hold an appropriate Master's degree, together with some relevant experience;
 - Be working towards or hold a doctorate in a specified specialist discipline.
 - Be a member of a recognised professional body.
18. Occasionally, a potential candidate will possess sufficient professional knowledge in a discipline to be regarded as a sector-recognised specialist. Recognition of this status may be demonstrated by:
 - A significant portfolio of published works.
 - Public recognition by other professional peers.