

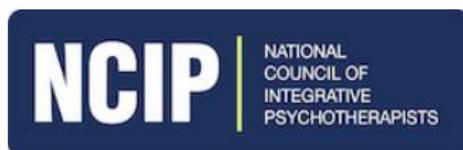
Counselling and Hypnotherapy Student Handbook 2026



A Unique Opportunity to Study Two Diplomas Over Two Years

This is your opportunity to undertake a unique two-year, part-time training course and achieve two professional diplomas: a Level 5 Diploma in Integrative Counselling and a Level 5 (Practitioner Level) Diploma in Clinical Hypnotherapy.

The Counselling diploma is accredited by the **ACCPH** and the **National Council of Integrative Psychotherapists** and upon completion of this course students are eligible to apply to become registered members of the NCIP. Students are also eligible to sit the **BACP** Proficiency Test to gain Registered Member status. The Hypnotherapy Diploma is accredited by the **General Hypnotherapy Standards Council** underwritten by **The Complementary & Natural Healthcare Council 'CNC'**.



www.uktherapyguild.co.uk

E: admin@uktherapyguild.org

WhatsApp: 0151 272 1092 M: 07368 363946

*meets ASA standards in that all advertising is legal, decent, honest and truthful

A Foreword from our Founder

Nichola Doyle



*MA Education & Teaching
BA Hons in Education (with QTS),
FdA Children's Development & Learning,
L6 Counselling Supervision
L5 Diploma in Hypnotherapy (Hyp),
L5 Diploma in Integrative Counselling
Snr Accredited Member of the ACCPH
Snr Accredited Member of the NCIP*

Welcome to UK Therapy Guild

My name is Nichola Doyle, and I am the founder of the Academy. I'm really glad you're here, whether you are just beginning your journey, or finding your way back to something that has been quietly calling you for a while.

The Guild was never created as just a training school. It was built from lived experience, from real life, and from a deep belief that something in the way we support people needed to feel more human, more connected, and more real. I want to share a little of my story with you, so you can understand the heart behind what we do.

Today, I have a life that feels safe, grounded, and full. I'm happily married to my husband Jim, who I have been with since I was 16, and we have two wonderful grown-up daughters. But that sense of safety is something I had to find, not something I always had.

My childhood was shaped by instability. When my parents' marriage broke down, I was placed into the care system and went to live with my grandparents, separated from my brother. I grew up carrying a deep sense of not being enough, and navigating a difficult relationship with my father. Eventually, I had to make the painful decision to step away from that relationship to protect my own sense of self.

Life brought moments of joy, but also profound loss. In a very short space of time, I lost my nan, my brother, my mum, my mother-in-law, and my best friend. The weight of that grief was overwhelming, and I found myself spiralling. It was at that point I knew I needed support.

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My early experiences of counselling were difficult. I experienced frequent changes in therapists, which intensified feelings of abandonment, and later I found myself in a space where I didn't feel heard or met. I remember leaving sessions feeling more alone than when I went in.

And if I'm honest, that's where something shifted.

It wasn't just frustration, it was clarity. I realised how important it is to feel safe, seen, and genuinely understood in a therapeutic space. I knew there had to be a better way of doing this work, both in how we support clients and how we train therapists.

So I trained.

Through that process, particularly within integrative counselling, psychodynamic thinking, and attachment theory, I began to understand myself in a way I never had before. Not just intellectually, but deeply, personally. It changed my life.

And from that, UK Therapy Guild was born.

At the heart of everything we do is a simple belief: hurt people often go on to hurt others. But with the right support, awareness, and care, that cycle can be broken.

That is why our Level 5 Diplomas are not just about learning theory. They are designed to hold you, to gently challenge you, and to help you grow into the kind of therapist who can sit with another human being in a real and meaningful way.

And the work doesn't stop in the classroom.

Our Counselling Service was created to extend that impact into the wider community. It offers accessible, low-cost therapy to people who might otherwise go without, delivered by the very therapists we train and mentor. This means that from the beginning, our students are part of something bigger, a living, breathing community of support, growth, and healing.

So when you join us, you are not just enrolling on a course.

You are stepping into a community.

You are investing in yourself.

And you are becoming part of a ripple effect that reaches far beyond this room.

I feel genuinely privileged to walk alongside you in that journey.

Warmly,

Nichola Doyle

**Founder & Director of
UK Therapy Guild Ltd**

M: 0151 272 1092/07368 363946

E: nicholadoyle@uktherapyguild.org

W: uktherapyguild.co.uk



Our Mission

At UK Therapy Guild, everything we do is shaped by both lived experience and a deep belief in the possibility of change.

We exist because we understand that many people move through life feeling unheard, unsupported, or disconnected from themselves. And when that happens, pain can quietly continue, passing from one relationship to another, from one generation to the next.

Our aim is simple, but meaningful: **to gently interrupt that cycle.**

We do this by creating spaces where people feel safe enough to reflect, understand themselves more deeply, and begin to grow.

Because when understanding begins, something shifts.

There are moments of clarity.

Moments where things begin to make sense.

And from that awareness comes change.

Not forced, not rushed, but real.

Over time, this leads to a different way of living, with more awareness, more confidence, and more peace.

This is the ripple effect at the heart of UK Therapy Guild.

The Values That Guide Us

Everything we offer is grounded in the following values:

Teaching that is lived, not just learned

We believe knowledge should come from experience as well as theory, making learning more meaningful and real.

A learning space where you feel safe, seen and supported

We create an environment where you can be yourself, explore openly, and feel genuinely held in your learning.

An integrative approach that expands how you think and work

We encourage flexibility, curiosity, and depth, supporting you to develop your own way of understanding people.

Learning through experience, not just observation

We value active engagement, reflection, and participation as essential parts of the learning process.

Growth that transforms you, not just your skillset

We believe this journey is as much about personal development as it is professional training.

Our Offer to Students



Real learning, real connection, shared journeys.

At UK Therapy Guild, we understand that choosing to train as a counsellor is not just an academic decision. It is often a personal one.

Many of our students arrive at a point in their lives where something is shifting. They may be feeling ready for change, looking for something more meaningful, or finally giving themselves permission to do something they have thought about for a long time.

Wherever you are starting from, you are welcome here.

You do not need to have everything figured out.

You do not need to feel completely confident.

You just need a willingness to begin.

A Different Kind of Learning Experience

This is an Academy, not a university.

That means you won't be left to navigate this journey on your own. You will be taught, supported, and guided by tutors who know your name, understand your journey, and genuinely care about your development.

Learning here is structured and clear, but also human.

You will have opportunities to observe, practise, reflect, and receive feedback in a way that builds your confidence step by step. You won't just learn theory, you will begin to experience what it feels like to sit with another person and truly listen.

There is space for discussion, curiosity, and growth, both within the group and within yourself.

Building Confidence in Practice



Confidence grows through doing, not just learning.

As you move through the course, you will be gently supported to put your learning into practice.

Through guided skills sessions, group work, and supported practice, you will begin to trust yourself more. Over time, what once felt unfamiliar will start to feel natural.

When you are ready, you will begin working towards your 100 client hours, with ongoing support and supervision to help you feel safe and contained in your work.

You are never expected to do this alone.

A Rich and Integrative Approach



Our training introduces you to a wide range of therapeutic approaches, allowing you to develop a flexible and personalised way of working.

Rather than being confined to one model, you will learn how to understand clients from different perspectives, and how to respond in a way that meets them as individuals.

Over time, you will begin to find your own voice as a therapist.

More Than a Qualification



Growth, connection, and moments that stay with you.

By the end of your journey with us, you will not only have gained recognised qualifications in Integrative Counselling and Clinical Hypnotherapy, you will have developed the confidence, self-awareness, and presence needed to work with real clients in a meaningful way.

But more than that, our students leave with something they didn't expect.

A stronger sense of self.

A deeper understanding of others.

And a feeling that they are finally doing something that truly matters.

You Can Do This

It's natural to feel unsure at the beginning.

Many of our students have had doubts about whether they are 'academic enough', confident enough, or ready enough.

But what we see, time and time again, is this:

With the right support, the right environment, and the right guidance, people grow.

And often, they grow far beyond what they first believed was possible.

Alongside the personal and relational aspects of training, our course is also structured to meet clear professional standards and recognised accreditation requirements, with course content mapped against relevant BACP competency standards and informed by the SCoPEd framework across columns A and B.

Course Structure and Professional Recognition

Our training is designed not only to feel supportive and accessible, but also to meet the highest professional standards within counselling and hypnotherapy.

Students at UK Therapy Guild work towards two recognised qualifications over the duration of the course:

- Level 5 Diploma in Integrative Counselling
Accredited by the National Council of Integrative Psychotherapists
- Level 5 Practitioner Diploma in Clinical Hypnotherapy
Validated by the General Hypnotherapy Standards Council

The course is structured across two years and includes a total of 370 guided learning hours, with a strong emphasis on face-to-face teaching, alongside some supported online learning.

What You Will Study

Our curriculum is broad, integrative, and designed to prepare you for real therapeutic work.

Students are introduced to a wide range of approaches, including:

- Cognitive Behavioural Therapy (CBT)
- Person-Centred Therapy
- Gestalt Therapy
- Psychodynamic Approaches
- Transactional Analysis
- Grief Therapy
- Family and Couples Counselling
- Neuro-Linguistic Programming (NLP)
- Clinical Hypnotherapy

This integrative model allows you to develop a flexible and responsive way of working, tailoring your approach to each individual client.

Developing Your Practice

As part of your training:

- Students engage in observed practice, skills development, and reflective learning
- There are regular opportunities for feedback, discussion, and guided support
- Practice sessions take place face-to-face and online, helping bridge theory and real-world application

After the first year, students who are ready to practise begin working towards their 100 client hours, supported throughout with supervision and guidance.

Students will complete a minimum of 12 hours of supervision, with access to an experienced and accredited supervisor, supporting safe and ethical practice.

In Year 2, students begin the Clinical Hypnotherapy Practitioner training, continuing to build confidence and expand their therapeutic skillset.

Progression and Professional Pathways

Following successful completion of the course and required client hours, students may:

- Apply for membership with organisations such as National Council of Integrative Psychotherapists or British Association for Counselling and Psychotherapy
- Choose to sit the BACP Certificate of Proficiency, supporting progression towards registered membership

Integrative Counselling Units of Study

<p style="text-align: center;">Unit 1: The Self Structure What Constitutes 'SELF': Models of the Person and the Concepts of Self The influence of social, cultural, ethnic, philosophical and political issues Becoming Self-Aware The Johari Window Change and how it happens Revisiting the Self and noting personal development as the course proceeds</p>	<p style="text-align: center;">Unit 2: Determinism or Free Will Are our lives predetermined or do we have free will? Soft Determinism Vs Hard Determinism Soft Free Will Vs Hard Free Will Humanist or Behaviourist</p>
<p style="text-align: center;">Unit 3: Professional and Organisational Issues Empathy, Defining and Maintaining Boundaries, Code of Ethics and Practice, Moral, Ethical and Legal Issues, The Counselling Relationship, Confidentiality, Transference and the Counselling Relationship, Ending Counselling, Referrals, Client in Crisis, Supervision</p>	<p style="text-align: center;">Unit 4: Counselling Skills and Theory Update The Structure of Counselling Theoretical Approaches in Counselling Paraphrasing, Summarizing, Reflecting Guided Discovery through open ended questioning, challenging The Counsellor's Role What Counselling is NOT</p>
<p style="text-align: center;">Unit 5: Psychodynamic Counselling Key Concepts Defence Mechanisms Freud's Structural Theory Transference and Countertransference Object Relations Theory</p>	<p style="text-align: center;">Unit 6: Attachment theory and the Strange Situation Introducing the Work of John Bowlby and Mary Ainsworth Stages of Attachment Four Attachment Styles Attachment Styles & T.A. Life Positions</p>
<p style="text-align: center;">Unit 7: Gestalt Therapy Wholeness and Integration Awareness - Ground and Figure Five layers of Neurosis Field Theory Unfinished business Empty Chair Closure and Resolution</p>	<p style="text-align: center;">Unit 8: Phenomenological and Humanistic Approaches The Meaning of Phenomenology in Relation to Clients Rogers and the Person-Centred approach Maslow and Humanism The Existential Approach Summary</p>
<p style="text-align: center;">Unit 9: Transactional Analysis Introduction Ego States Life Positions Life Scripts Karpman's Drama Triangle Contamination of Ego States Exclusion of Ego States Games People Play</p>	<p style="text-align: center;">Unit 10: Grief counselling The Five Stages of Grief Attachment, Loss and the Experience of Grief Understanding the Mourning Process Dual Process Method Worden's Four Tasks</p>
<p style="text-align: center;">Unit 11: Narrative Therapy Prominent Social Discourse Problem Saturated Stories Externalising Deconstruction</p>	<p style="text-align: center;">Unit 12: Family counselling Family Sculpting – Theory and Case Studies Bowen's System Theory Strength Based Family Therapy Family Therapy Techniques and Applications</p>

<p style="text-align: center;">Unit 13: Couples' Counselling Unconscious Dynamics of Relationships Transactional Analysis and Couples' Counselling The Gottman Method</p>	<p style="text-align: center;">Unit 14: Cognitive Behavioural Therapy Evolution of Behaviour Therapy Behaviour Therapy and its view of the person The Cognitive Emphasis Rational Emotive Behaviour Therapy</p>
<p style="text-align: center;">Unit 15: Equality, Diversity and Inclusion Why we should always strive for the highest ethical practices regarding: age, disability, gender, marriage/civil partnership, pregnancy/maternity, race. Religion/belief, sex, sexual orientation, etc. Anti-Discriminatory Practices</p> <p style="text-align: center;">Mental Health Competency Wider Health and Social Care Safeguarding & Suicide Awareness (CPD Opportunity)</p>	<p style="text-align: center;">Unit 16: Preparing for Placement Case Studies Practice Sessions: opportunities to assess, and reflect on the competency of the developing trainee counsellor with staff, taking into account feedback from fellow students within the learning environment</p> <p style="text-align: center;">Preparation for placement: Fit to Practise Letter, Four Way Agreements Supervision</p>

Course Outcomes for Counselling

Upon completion of the counselling element of the course, students must be able to demonstrate that they can:

- Articulate their own philosophical approach to counselling, understand case materials, the counselling process and show a deep understanding of integrative models of counselling.
- Reflect constructively on themselves, their own life experiences, and their interactions with others and evidence their own personal and professional growth processes.
- Initiate, manage and successfully conclude a counselling interaction (which will include contracting, confidentiality and its limitations, time boundaries, safeguarding, etc).
- Use the active listening skills learned to function competently through a series of counselling sessions.
- Develop empathy, focussed awareness and interpersonal skills to a high degree.
- Present a thorough understanding of the counselling processes, including client assessment and intervention planning.
- Demonstrate a commitment to anti-oppressive practice and non-discriminatory use of counselling skills.

Alongside integrative counselling, students are introduced to Clinical Hypnotherapy in a way that is both professionally grounded and easy to understand.

Hypnotherapy



What is Hypnosis?

Hypnosis, or a trance state, is a natural and familiar human experience. It is an altered state of awareness that has been recognised across cultures for thousands of years and is often described as one of the earliest forms of psychological healing.

The term 'hypnosis' was introduced in the 19th century by Dr James Braid, although it can be slightly misleading, as hypnosis is not the same as sleep. In fact, most people remain aware, focused, and able to respond throughout the experience.

Rather than trying to define hypnosis precisely, it is often more helpful to understand what it allows us to do. In a relaxed and focused state, the mind becomes more open, making it possible to access deeper thoughts, patterns, and internal resources that may not be as easily reached in everyday awareness.

This state can be entered independently (self-hypnosis) or with the support of a trained practitioner.

What is Hypnotherapy?

Hypnotherapy is the therapeutic use of hypnosis to support positive change.

Like counselling, it is a form of psychological therapy that helps individuals explore thoughts, feelings, and behaviours. What makes hypnotherapy distinct is its ability to work more directly with the subconscious mind.

In practice, a hypnotherapist will guide the client into a relaxed and focused state, using techniques such as imagery, suggestion, metaphor, and dialogue. The aim is to help the client access inner resources, develop new perspectives, and create meaningful change.

Some approaches may explore past experiences ('there and then'), while others focus more on present-day challenges ('here and now'). In many cases, hypnotherapy is integrated with other therapeutic approaches to provide a well-rounded and personalised experience.

How Hypnotherapy is Used

In line with guidance from the Complementary and Natural Healthcare Council (CNHC), hypnotherapy involves skilled communication designed to influence thoughts, feelings, and behaviours in a positive way.

Sessions typically involve:

- Exploring the client's goals and desired outcomes
- Understanding relevant history, health, and lifestyle
- Using tailored techniques to support change

Hypnotherapy works alongside a client's own motivation and willingness to change. It is not something that is 'done to' a person, but something they actively participate in.

It is commonly used to support:

- Stress and anxiety
- Sleep difficulties
- Confidence and self-esteem
- Behavioural change (e.g. smoking, habits)
- Fears and phobias
- Performance (e.g. public speaking, sport)
- Pain management

There is also recognised evidence supporting its use in conditions such as irritable bowel syndrome (IBS), with recommendations from NICE that hypnotherapy may be considered in certain cases.

Who Can Be Hypnotised?

Most people can experience hypnosis.

What matters most is a person's willingness, openness, and level of trust in the process. Some people enter a trance state more easily than others, but depth of trance is not necessarily linked to the effectiveness of the outcome.

Even light states of hypnosis can be beneficial.

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It is also important to understand that hypnotherapy is not an instant fix. While it can be highly effective, meaningful and lasting change takes time, readiness, and the right therapeutic relationship.

Who May Benefit from Hypnotherapy?

Hypnotherapy can support a wide range of people and experiences.

It is often used to help with:

- Anxiety, stress, and panic
- Phobias and fears
- Confidence and self-esteem
- Habits and addictive behaviours
- Sleep issues
- Pain management
- Performance and focus

It may also be used alongside other therapeutic approaches to support emotional wellbeing and personal development.

However, there are certain situations where hypnotherapy may not be appropriate, including some forms of severe mental health conditions. In these cases, alternative or additional support may be recommended.

Common Concerns

It is common for people to worry about 'losing control' during hypnosis.

In reality, this is not the case.

Even in a deep state of relaxation, individuals remain aware and in control. They can choose to speak, move, or stop the process at any time. A person cannot be made to do anything that goes against their values, beliefs, or wishes.

Many misconceptions come from stage hypnosis, which is a very different context and relies on voluntary participation and performance.

In a therapeutic setting, the focus is always on safety, trust, and the wellbeing of the client.

Hypnotherapy - Units of Study

<p style="text-align: center;">Unit 1: Introduction</p> <p>Introduction to Hypnosis, History of hypnosis Common misconceptions, Every day forms of hypnosis Hypnoidal states, Trance states The six depth stages in hypnosis Four criteria for judging depth of trance</p>	<p style="text-align: center;">Unit 2: Session Structure</p> <p>Suggestibility Tests Induction process Induction methods Direct/Authoritative vs. Indirect/Permissive Mental Overload Closing a session Complete session script</p>
<p style="text-align: center;">Unit 3: Effective Voice Usage</p> <p>Embedded Commands Maximizing the effects of intonation and voice emphasis Incorporating distractions Recap.</p>	<p style="text-align: center;">Unit 4: Components of the Mind</p> <p>Freud's Structural Theory A Model of the Mind The Conscious, Subconscious, and Unconscious Minds Prime Directives of the Unconscious Mind Anchoring Discuss Assignment 1</p>
<p style="text-align: center;">Unit 5: Safety/Modalities and Sub-Modalities</p> <p>Precautions and Safety Mechanisms Suppression, Repression and Abreaction Dealing with abreaction Legal and Ethical Issues Modalities and Sub-Modalities Safety aspects of Sub-modality manipulation Discuss Assignment 2</p>	<p style="text-align: center;">Unit 6: Self Hypnosis</p> <p>Methods of Self Hypnosis Indirect language script How To Perform Self hypnosis Demonstrations and Review</p>
<p style="text-align: center;">Unit 7: The Therapeutic Relationship / Parts Integration & Motivation</p> <p>Congruence Maintaining Professionalism Rapport building Parts integration and Motivation Parts Integration Procedure</p>	<p style="text-align: center;">Unit 8: The Power of Suggestion & Expectancy</p> <p>Posthypnotic suggestions Self-Esteem & Hypnosis Two Approaches to Ego Strengthening Ego strengthening Script The laws of suggestion Post hypnotic suggestions Three factors that influence positive suggestion management</p>
<p style="text-align: center;">Unit 9: Phobia Treatment</p> <p>Fear and Panic Management Anxiety and Panic Attacks Phobias Fast Phobia Cure: (V/K Dissociation or Rewind Technique) Systematic De-sensitization Future Pacing Swish Patterns Discuss Assignment 3</p>	<p style="text-align: center;">Unit 10: Regression</p> <p>Age Regression Past life regression Progression Chunking Up and Down Sub-modality manipulation scripts: Movie Screen Regression, Hall of Doors</p>

<p>Unit 11: Aversion therapy Weight loss Smoking cessation Hypno-Birthing Gastric band Case Studies</p>	<p>Unit 12: Definition of NLP Strategies and Theories Five principles for success Presuppositions of NLP NLP Communication model The Meta Model The Milton Model</p>
<p>Unit 13 Favoured Representational Systems Eye patterns Eye pattern chart. Discuss Assignments 4, 5 and 6</p>	<p>Unit 14: Return to Anchoring Stacking, Chaining, Collapsing anchors Keys to an achievable outcome Ecology</p>
<p>Unit 15: Metaphor outline Pre-mapping Mapping Strategies</p>	<p>Unit 16: Confidentiality Boundaries Data Protection GDPR Contracts</p>
<p>Unit 17: Introduction to Strategies Types of Strategies Strategies Theory The Five Fundamental Strategies T.O.T.E Model of Strategies</p>	<p>Unit 18: Setting Up a Practice Marketing Techniques Membership of Professional Bodies Insurance</p>

*Overall ratio of theory to practice: Hypnotherapy has a very diverse range of theories and modalities, some of which are more theoretical in orientation (eg Hypno-psychoanalytical), as compared with others that are more practical (eg Hypno-behavioural). The overall ratio of theory and practice, therefore varies between 65-80% theory: 20-35% practice

Course Outcomes for Hypnotherapy

To ensure that at the point of successful course completion, individuals are safe and competent to practise hypnotherapy. Upon completion of the course, students must be able to demonstrate that they can:

- Articulate their own philosophical approach to hypnotherapy, understand case materials, the hypnotherapy process and show a deep understanding of the models of hypnotherapy.
- Reflect constructively on themselves, their own life experiences, and their interactions with others and evidence their own personal and professional growth processes.
- Initiate, manage and successfully conclude a hypnotherapy interaction (which will include contracting, confidentiality and its limitations, time boundaries, safeguarding, etc).
- Use the active listening skills learned to function competently through a series of hypnotherapy sessions, where applicable.
- Develop empathy, focussed awareness and interpersonal skills to a high degree.
- Present a thorough understanding of the hypnotherapy processes, including client assessment and intervention planning.
- Demonstrate a commitment to anti-oppressive practice and non-discriminatory use of hypnotherapy skills.

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Further Learning Outcomes and Competencies to be Achieved as set out by the National Occupational Standards (NOS) for Hypnotherapy, students must meet the standards as set out in Complementary & Natural Healthcare Council standards CNH1, CNH2 and CNH3 as follows:

CNH1 Explore and establish the client's needs for complementary and natural healthcare

Overview

All forms of complementary and natural healthcare rely on exploring and establishing the client's needs and expectations. This may take place at the outset, but also during the on-going delivery of complementary and natural healthcare.

This allows the practitioner to consider whether it is appropriate to offer the service to the client, the type of service that should be offered and any required modifications to that service.

Users of this standard will need to ensure that practice reflects up to date information and policies.

CNH2 Develop and agree plans for complementary and natural healthcare with clients

Overview

It is important that the planning of complementary and natural healthcare takes place through discussion and agreement with the client and relevant others (e.g. carers).

This standard is about developing and agreeing plans that meet the client's needs. Such plans may be subject to change as the service proceeds.

Users of this standard will need to ensure that practice reflects up to date information and policies.

CNH23 Provide Hypnotherapy to clients

Overview

This standard covers the provision of hypnotherapy for individuals. It includes supporting the client throughout the intervention and evaluating the effectiveness of hypnotherapy with the client.

Knowledge and understanding

Students will need to know and understand:

- 1 the principles of different approaches and their application including on-line therapy
- 2 the links between case evaluation and selected approaches
- 3 the hypnotherapist/client relationship
- 4 the relationship with all other healthcare professionals
- 5 the importance of building and maintaining a rapport with the client
- 6 the importance of building review, reflection and evaluation into the therapy planning
- 7 current methodologies, underpinning theories and codes of ethics
- 8 methodologies employed in interventions may include (but are not limited to):
 - a) the use of formal and informal trance
 - b) the use of different levels of consciousness
 - c) the use of direct and indirect approaches
 - d) the use of direct and indirect suggestions
 - e) matching different approaches to different clients eg permissive or authoritarian
 - f) relationships between different methodologies
- 9 possible contra-indications for particular presenting issues. If in doubt, hypnotherapist to contact client's GP (always with client permission) or other relevant healthcare professional (such as psychiatrist if patient has been referred or is working 'in conjunction with').
- 10 the importance of observation of clients throughout the therapeutic process
- 11 the variety of content, structure and approach of different methodologies and the benefits and limitations of each
- 12 the processes for evaluating information as the selected interventions proceed and using this to inform future practice

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- 13 the principles of selecting techniques – i.e. matching the intervention to client needs
- 14 the importance of taking a critical approach in relation to methodologies selection
- 15 the factors to consider when selecting methodology tailored to individual needs
- 16 the importance of being aware of actions, reactions, transference, abreactions and interactions of the client
- 17 the possible barriers to successful therapy
- 18 how to safely re-alert the client at the end of the session
- 19 how to negotiate the termination of therapy with the client
- 20 the importance of working within therapist's competence, understand their limitations and refer on to another hypnotherapist or healthcare professional if appropriate
- 21 the need to maintain awareness of safeguarding with children and vulnerable adults
- 22 the importance of confidentiality and where a breach may be required (e.g. for imminent risk)
- 23 Understand the risks and limitations of online therapy

Performance criteria

Students must be able to do the following:

- 1 explain and clarify the use of hypnosis to the client, including on-line therapy
- 2 identify and select methodologies that are appropriate for the client which are consistent with the overall planned intervention/s
- 3 explain to the client the reasons for your choices of methodology at each stage of the therapy if requested by the client
- 4 explain to the client the choice and possible, most relevant, responses in an appropriate manner, level and pace to suit client's understanding
- 5 explain to the individual their role in cooperating and participating in the therapy
- 6 obtain the appropriate consent for hypnotherapy
- 7 explain the role which the client (and companion if relevant) must take for the hypnotherapy to be successful
- 8 encourage the client and explain how to:
 - a) monitor their response to therapy and any self-care exercises
 - b) note any changes in their health and wellbeing
 - c) contact the practitioner at an appropriate time if they have any concerns or queries in relation to their intervention therapy
- 9 provide clear and accurate advice with regard to any relevant aftercare within the scope of the therapist's expertise
- 10 support the client to make informed choices
- 11 apply the appropriate interventions that are suited to the client's needs
- 12 evaluate, with the client, the outcomes and effectiveness of the hypnotherapy provided to date, to inform future plans and actions
- 13 accurately record information and reflect upon the rationale for the programme of hypnotherapy

Hypnotherapy Accreditation

The Practitioner Level Diploma in Clinical Hypnotherapy is accredited by the **General Hypnotherapy Standards Council (GHSC)**, and graduates of this course are eligible to enrol on the General Hypnotherapy Register (GHR). Achievement of the educational and professional outcomes in the Hypnotherapy Core Curriculum offered by UK Therapy Guild act as a measure for eligibility to apply for registration with the Complementary and Natural Healthcare Council (CNHC).



GHSC

The General Hypnotherapy Standards Council (GHSC) and General Hypnotherapy Register (GHR) are the UK's largest and most prominent organisations within the field of Hypnotherapy and together present an exemplary model for the simultaneous protection of the public and the provision of practitioner credibility and services. The GHSC is responsible for overseeing the criteria for the ongoing registration of individual practitioners within the GHR, all complaints brought by the public against such registered practitioners and for the assessment and accreditation of hypnotherapy training courses which lead to that registration. It comprises more than 140 separate affiliated Professional Bodies & Training Schools, which can be viewed via our online hypnotherapy directory.

GHR

The GHR is overseen by the GHSC and is responsible for its day-to-day administration together with the implementation of all GHSC decisions. It is a professional association and register of practising hypnotherapists, comprising in excess of 3,000 UK based individual practitioners, together with registered therapists in some 35 countries around the world, which can be viewed via our online hypnotherapy directory. We are additionally a verifying organisation for those practitioners who wish to register within the Hypnotherapy section of the profession's Voluntary Regulator, the Complementary & Natural Healthcare Council, set up with Department of Health funding.

Benefits of Registration

Eligibility for a standardised, professional award, the **General Qualification in Hypnotherapy Practice (GQHP)**, for graduates of Practitioner Level accredited training courses.

Eligibility for fast-track registration for training school graduates of Practitioner Level validated courses within the Hypnotherapy Sections of the **Complementary and Natural Healthcare Council (CNHC)** – the voluntary regulator for complementary medicine set up with government funding and support – and the alternative regulatory body, *the* **General Regulatory Council for Complementary Therapies (GRCCT)**.

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Assessment

Counselling

Ongoing assessment is based on students demonstrating the development of the required skills and a sound therapeutic approach.

Students will be expected to complete a combination of written and verbal assignments, providing opportunities to demonstrate their growing understanding of theory and the application of integrative modalities.

Students will also compile case studies based on both classroom and placement interactions, where they have been working in the role of counsellor. These must be authentic and based on genuine client work (not simulated sessions).

There is also a requirement to submit an audio-recorded session for both counselling and hypnotherapy, accompanied by a written critique reflecting on the student's role as counsellor.

Please note: full client consent must be obtained prior to submission. All audio material must be deleted following assessment.

We recognise that some students may experience challenges with written work. In such cases, alternative methods of assessment may be agreed with the Course Director prior to submission.

Hypnotherapy

Ongoing assessment in hypnotherapy is also based on students demonstrating the development of appropriate skills and a sound therapeutic approach.

Students will complete a combination of written and verbal assignments, evidencing their understanding of theory and its practical application.

Further Details of the Hypnotherapy Assessment Process

Assessment methods are designed to be flexible and responsive to different learning styles. Where appropriate, alternative assessment formats may be agreed with the Course Director in advance.

During the 9-month Hypnotherapy Diploma, students are required to complete a minimum of three case studies:

- One single-session case study
- Two case studies based on a series of sessions (two or more)

These must be based on real client work (not simulated practice).

Practical skills are assessed continuously throughout the course, including observation of each student's practice, application of techniques, and suitability of approach.

Students are also required to submit an audio-recorded hypnotherapy session, alongside a written critique of their work.

Please note: full client consent is required, and all recordings must be deleted after assessment.

Case Study Requirements

Case studies should include:

1. Summary of the intake
2. Initial treatment plan and rationale
3. Summary of treatment, outcomes, and observations
4. Rationale for any adjustments made
5. Student learning and reflection
6. Identified areas for further development

Coursework will also include research tasks and assignments relating to theory and personal development.

Overall assessment is conducted by course tutors, with a sample of work reviewed by an independent assessor.

Overall Assessment Feedback

Written feedback is provided on all assignments, allowing students to receive detailed, in-context guidance.

This approach supports deeper learning and encourages ongoing development, not only in technical skills but also in the more nuanced qualities required in counselling and hypnotherapy practice.

Supervised Placements

Counselling

Students are required to complete **100 client hours**.

Supervision must follow BACP/NCIP guidelines of **1 hour of supervision for every 8 client hours**, equating to approximately **12 hours of supervision**.

Hypnotherapy

Placements are not mandatory for hypnotherapy; however, **20 hours of practice are strongly encouraged**.

Students may secure their own placements or offer hypnotherapy within an existing placement (where appropriate). These hours are in addition to the required counselling hours.

Code of Ethics

UK Therapy Guild adheres to the ethical frameworks of both the National Council of Integrative Psychotherapists and the British Association for Counselling and Psychotherapy.

These frameworks underpin all aspects of professional practice, including ethical, legal, and clinical responsibilities.

Further information can be accessed here:

<https://www.the-ncip.org/images/Code-of-Ethics.pdf>

Student Support, Conduct and Conditions

Students are expected to uphold the professional reputation of UK Therapy Guild and associated accrediting bodies.

A climate of mutual respect and support is essential. Students are encouraged to listen openly to others and engage fully with tutor guidance.

An ethos of acceptance and respect is fundamental, both within the profession and within our learning community.

Students experiencing personal difficulties that may impact their learning are encouraged to speak with a tutor at the earliest opportunity.

A minimum of **80% attendance** is required. Where this is not met, students will meet with the Course Director to agree appropriate next steps, which may include additional work.

Online materials are provided to support learning but are not a substitute for classroom attendance.

In rare cases, a student may be asked to leave the course if they are unable to meet course requirements or are deemed unsuitable. A pro-rata refund may be considered.

Complaints Procedure

If you have concerns about any aspect of your experience, you are encouraged to raise them with a tutor in a way that feels comfortable (face-to-face, phone, email, or written communication).

Most concerns are resolved informally. However, if a satisfactory resolution is not reached, a formal complaint may be made to the Complaints Sub Committee (two members of staff).

A formal meeting will be arranged, and the student may bring a supporter. A written report and proposed resolution will be provided and shared with the complainant and the NCIP.

For direct contact, please refer to the details provided at the front of this handbook.

Student Voice

Past and current students have given the following reflections on their experience of this course...

Paul: I joined the course as a 'mature' student and was worried about going back into studying after a long time but I was delighted at the level of support I received from all the tutors from the outset. The sessions are all fascinating, presented in an accessible, engaging and often fun way which really helps with some of the content. They all fit together really well as the year progresses and you can soon see the links between the different modalities and how to use them in practical terms when you become a therapist.

There is a lot to learn, but this shouldn't put you off as it is mixed in with a lot of practical applications and personal experiences from the staff and students. It is always easier to learn in a positive and accepting environment, which the course promoted, and the use of different types of resources suited me really well.

I also knew I could reach out to the staff at any point for clarification and be supported which helped greatly. It has been a wonderful and challenging experience which I have grown from and I know will lead to a new direction for my life. Any concerns I had before I started quickly evaporated when I met Nichola and Nick; for me, college evenings quickly became the highlight of the week.

Kenny: I just wanted to thank you for your amazing course, you've made such a difference to my life in the last few months. I love the course. I originally signed up with another big provider but after meeting you it was a no brainer. The other course just wasn't personal and I know I wouldn't have been as supported there as I have here. You're always available and willing to help me if I need it.

I've always wanted to do things in my life that I want to do and this course has allowed me to enter part 2 of my life doing something I'm really passionate about and love.

I love being able to meet people and talk to them. I live to be positive, make people laugh, see that they they feel better and hopefully make a positive impact on their life.

Most of all I want to thank Nichola for letting me be me.

Maz: I have enjoyed every single session of the course. Nichola is a fantastic teacher and has built a lovely rapport with the group too.

Nick's sessions were also really engaging and I feel fortunate to have had him with us.

On a personal level, moving to do a course with a group of people I'd never met after having relatively recently been diagnosed with a condition that has changed the way I look and sound was a challenge but due to the environment that Nichola has managed to create, I have felt completely comfortable from day one.

My own Therapist recommended the course to me and said it had high praise and I'm so glad she did. I want to particularly thank Nichola and Erin for their time, hard work, support and for genuinely caring about people. I would 100% recommend the course to anyone considering it.

Claire: I have loved Gestalt and Transactional Analysis, also working in triads with different people has been great as it gradually builds confidence and you can take good bits from everyone to incorporate into your own approach.

I wanted an integrated course and the hypnotherapy was an added bonus that no one else offered.

I was looking for a BACP course however I realised I could still join the BACP once qualified and I was okay with that.

The price is amazing and being able to pay in instalments is perfect otherwise I wouldn't have done it.

I also love the fact that you treat us like adults. Here we can be ourselves.

Ant: The best part has been learning from Nichola and the team. It's apparent how much knowledge and experience you all have both from a therapist and learning perspective and the way it has been presented means I have picked up so much in the first 6 months.

The biggest draw for me was the counselling course, at the time I didn't know Hypnotherapy was part of it, I thought this was an extra we could take on so that seemed like a bonus to me so I would have taken it on without the hypnotherapy (but don't take it away from me now).

I had a rough idea what integrative meant, and thought that learning a lot of different aspects was going to be good for me as I wasn't settled on what this would become for me

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(I'm still not sure) but wanted to learn something new that could become something in the future.

Overall, I have been looking at doing something outside of work for a while, I thought about data or project qualifications with an eye on consulting in the future, picking this is the best thing I have done and I am so pleased.

I have found out some things about myself which is a bonus, I think it's something I am going to have a real passion in. It gets me thinking and it's like little lights turning on in my head. I wish I had done this 10 years ago both for personal and career reasons.

Course Materials

A comprehensive course manual will be issued on the first night. All course materials are situated on our extensive website. You will be given access to our online materials after enrolling.

Reading Lists

The following **reading lists for counselling and hypnotherapy** are recommended throughout the duration of the course however, you will not be expected to purchase or read all of these books, but during the course of your studies you might seek them out and dip into their relevant chapters following the teaching of each module.

Counselling Priority Reading

I'm OK, You're OK – Thomas A. Harris
Counselling for Toads – Robert de Board
Born to Win – Dorothy Jongeward & Muriel James
Gestalt Therapy Verbatim – Frederick S. Perls and Michael Vincent Miller
Death and Dying – Elisabeth Kubler-Ross
On Grief and Grieving – Elisabeth Kubler-Ross & David Kessler
Uncommon Therapy – Jay Haley
Introducing NLP - Joseph O'Connor
Psychodynamic Counselling in Action – Michael Jacobs
Client Centred Therapy – Carl Rogers
The Unconscious – Sigmund Freud

Optional Reading

Rising Strong – Brene Brown
NLP Workbook – Joseph O'Connor
On Becoming a Person – Carl Rogers
Families and how to Survive them – John Cleese & Robyn Skinner
Creative Process in Gestalt Therapy – Joseph Zinker
Games People Play – Eric Berne
Alcoholic to Alchemist – Paul Henderson
Unlocking OCD – Nick Buchanan
Magic of NLP Demystified – Byron Lewis & Frank Pucelik
Depression: The Way out of your prison – Dorothy Rowe
The Myth of Normal – Gabor Maté

Hypnotherapy Theory

Trance-formations: Neurolinguistic Programming and the Structure of Hypnosis – Bandler and Grinder
Guide to Trace-formation – Richard Bandler
The Collected Papers of Milton H. Erickson (4 Volumes) – M. H. Erickson MD.
My Voice Will Go With You: The Teaching Tales of Milton Erickson – Sidney Rosen
Monsters and Magical Sticks: There's No Such Thing as Hypnosis? – Heller and Steele
Hypnotherapy – Dave Elman
The Wizard from Vienna: Franz Anton Mesmer – Vincent Buranelli
Training Trances – Overdurf and Silverthorn
Reality is Plastic: The Art of Impromptu Hypnosis - Anthony Jacquin
Transforming Hypnotherapy: A New Approach to Hypnotherapy – Gil Boyne
Mesmerism in India – James Esdaile
Creative Process in Gestalt Therapy – Joseph Zinker
Magic of NLP Demystified – Byron Lewis & Frank Pucelik

Practice

NLP Workbook – Joseph O'Connor
Echoes of the Mind: Top Ten Hypnotherapy Scripts for Change – Viktoria Nazarov
The Art of Hypnotherapy: Managing Client-Centred Techniques – Roy Hunter
The Art of Solution Focused Hypnotherapy: A Collection of Case Studies – Gillan and Armitage
Theory & History of Hypnosis: Exploring Altered States of Mind in Trance – Artem Kudelia PhD
Hypnotherapy Training: A Guide for Practicing Hypnotherapists – Artem Kudelia
Hypnotherapy for Dummies – Mike Bryant
Mastering Intrusive Thoughts: Practical CBT Techniques for Managing OCD – Artem Kudelia PhD

Insurance for UK Therapy Guild and it's Students

UK Therapy Guild is fully insured under Public Liability to provide training to students through the PolicyBee Insurance Company however, it is imperative that our students organise their own insurance to insure themselves as student counsellors prior to beginning their placements (usually at the end of their first year's study), my personal recommendation is Holistic Insurance www.holisticinsurance.co.uk Upon your second year of study students should also register for Student Membership of the BACP prior to beginning their placement.

Data Protection

UK Therapy Guild subscribe to the Information Commissioner's Office (ICO), therefore students studying with us are covered by data protection laws as set out by them. These laws include the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). These regulations ensure that students' personal data is handled properly, kept secure, and used fairly and lawfully. However once on placement, students are encouraged to apply for their own ICO membership due to them storing, albeit anonymised, client information.

Organisations, including educational institutions and therapy guilds, that handle personal data must comply with these standards. This compliance involves:

1. Lawful Processing: Data must be processed lawfully, fairly, and transparently.
2. Purpose Limitation: Data must be collected for specified, explicit, and legitimate purposes and not further processed in a manner incompatible with those purposes.
3. Data Minimisation: Only data that is necessary for the purpose should be collected.
4. Accuracy: Data must be accurate and kept up to date.
5. Storage Limitation: Data should be kept in a form which permits identification of data subjects for no longer than necessary.
6. Integrity and Confidentiality: Data must be processed in a manner that ensures appropriate security, including protection against unauthorized or unlawful processing and against accidental loss, destruction, or damage.
7. Accountability: Organisations must be able to demonstrate compliance with these principles.

The UK Therapy Guild's subscription and compliance with these standards mean they are committed to protecting the personal data of their clients, including students. This ensures that the data is managed according to the legal requirements, safeguarding privacy and confidentiality.

Venue

Our courses are held at:

Our Lady & St Swithin's Catholic Primary School

Parkstile Lane

Croxteth

Liverpool

L11 0BQ

You can find the location easily using Google Maps:

<https://www.google.com/maps?q=L11+0BQ>

'A welcoming, community-based setting that reflects the values of connection and learning at the heart of the Guild.'

Course Duration

2 years part-time, term-time study to take place on Tuesday evenings 6-9pm. Required attendance is set at 80%.

Course Fees and Payment Options

The total course fee is **£3,750**.

We aim to make payment as flexible and manageable as possible, and offer the following options:

Pay in Full

You may choose to pay the full course fee of **£3,750** upfront.

Deposit and Balance

A **£500 deposit** is required to secure your place upon receipt of your offer letter.

The remaining balance of **£3,250** is due by **31st August 2026** and can be paid:

- via bank transfer (BACS), or
- through a payment plan using PayPal or Klarna

Flexible Payment Plan (via UK Therapy Guild)

A **£500 deposit** is required (this may be split into **three instalments**, provided it is paid in full by **31st August 2026**).

The remaining balance of **£3,250** can then be paid over **23 months**, starting from **10th September 2026**, at **£141.30 per month**.

Please note: if you choose to withdraw from the course early, any outstanding balance will become payable in full. Full details are outlined in the student contract.

CPD Courses

For all Continuing Professional Development (CPD) courses, payment is accepted via **bank transfer (BACS)**.

Course Fee Policy

Once a student commences the course in September, the full course fee of **£3,750** becomes payable and is **non-refundable**. This policy is in line with the terms and conditions outlined in the student study contract.

If you choose to pay via a third-party payment provider such as PayPal or Klarna, you are agreeing to complete all scheduled payments in full, regardless of whether you continue with the course. We strongly advise that you read and understand the terms and conditions of these providers before selecting this option.

How to Apply and Course Requirements

To apply, you will first need to complete an application form via our website: www.uktherapyguild.co.uk namely using Apply Now.

If you would prefer to complete a traditional application form, please email admin@uktherapyguild.org, or use the contact details provided at the front of this handbook, and we will be happy to send one to you.

All applications are carefully reviewed to assess suitability for the course. If your application is successful, you will be invited to attend a personal interview with Nichola Doyle, Course Director.

During this process, we consider a range of factors, including:

- Educational background
- Qualifications
- Relevant life experience
- Employment history
- Future goals

Please note: prior counselling training (such as Level 2 or Level 3) is not a requirement for this course, as comprehensive training is provided.

All decisions regarding acceptance are made with care and consideration and are final.

Course Tutors

Our course tutors are suitably qualified, full members of the NCIP, and are all currently active in the field of Psychotherapy:



Nichola Doyle
Course Tutor, Student Mentor, Supervisor
Founder of UK Therapy Guild Ltd and UK Therapy Guild Counselling Services Ltd
MA Education & Teaching, BA Hons in Education (QTS)
FdA (Children's Development), L5 Dip. Integrative Counselling, Dip. Clinical Hypnotherapy
EMDR. Rewind Technique, Autism Awareness, Trauma Informed, Alcoholic to Alcoholic Licensed Practitioner



Nick Buchanan
Dip Integrative Counselling: Level 5 (UKAIT), Certificate Counselling Supervision (UKAIT), MNCP, Dip Clinical Hypnotherapy (UKAIT), Certificate in Community Life Coaching (Metanoeo), Safeguarding Adults (WBC)
BA (Hons) Graphic Design (LJM), EMDR Diploma (UKAIT)
Cert. Ed. (University of Manchester), NLP Master Practitioner (INLPTA)
Course Supervisor, Guest Lecturer, Author



Erin Rawlings-Doyle
BA Hons in Sociology
L5 Diploma Integrative Counselling
L4 Diploma Clinical Hypnotherapy
Administrator, Teacher, Counsellor at UK Therapy Guild Counselling Services

Completion and Graduation



- Meeting the requirements of the course, as outlined in this handbook, will normally lead to the award of Diplomas in Integrative Counselling and Clinical Hypnotherapy.
- In some cases, where attendance requirements have not been met or assignments remain incomplete, students may be asked to revisit or complete outstanding elements of learning.
- A student's suitability for practice in the field of counselling is assessed on an ongoing basis. Where any concerns arise, these will be discussed openly with the student, and appropriate guidance and support will be offered.
- A grace period of up to one year (until the following July) is available for students to complete outstanding course requirements.
- Where this applies, students will be invited to attend the next available graduation evening.
- A graduation evening will be held on the final evening of the course (please note this is a Plus One event).

- This is a time to come together, reflect on your journey, and celebrate everything you have achieved alongside your peers and tutors, as you step forward as a qualified Counsellor and/or Hypnotherapist.

This is a journey... and you'll be supported through it.

A Final Thought

If you have found yourself reading this and something has resonated, even quietly, it may be worth paying attention to that.

For many of our students, the decision to begin didn't come from certainty.

It came from a feeling that something needed to change.

A sense that there might be something more.

You don't need to have it all figured out.

You don't need to feel completely ready.

You simply need to be open to beginning.

At UK Therapy Guild, you will be supported, guided, and gently challenged as you grow, not just as a therapist, but as a person.

And often, that is where the real transformation begins.

Your Next Step

If you feel this could be the right path for you, the next step is simple.

You can apply via our website:

www.uktherapyguild.co.uk

Or, if you would prefer a conversation first, you are very welcome to get in touch. We are always happy to answer questions and support you in deciding whether this is the right step for you.

'Sometimes the smallest step towards something new becomes the beginning of everything.'