Association of Christians in Counselling and Linked Professions

professional standards authority accredited register

ACCREDITATION APPLICATION
ACCREDITED COUNSELLOR

How to fill out your application



Guidance Notes
Level 4 top up route
(SCoPEd B)
2025 version

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Introduction and purpose

Accreditation is a way in which counsellors can formally evidence additional training and depth/breadth of experience in counselling practice. It is widely recognised by professional organisations as a quality mark and represents a significant achievement on the path of professional development.

Accreditation with ACC is intended as a process where counsellors evidence advanced competence in counselling practice, and demonstrate awareness of the risks, issues, and opportunities associated with being a counsellor who is Christian.

To apply for accreditation, a counsellor first needs to be a registered member of ACC. In all cases, applicants must be able to demonstrate that they comply with ACC's terms and conditions of membership and code of ethics and practice standards.

Accreditation with ACC is also intended to be a supportive and developmental process; a time for members to take account of how they have progressed and deepened their practice through experience, continuing professional development (CPD), supervision, peer support, etc., and developed further understanding and appreciation of the ethical and standards frameworks within which UK counselling and psychotherapy practice is regulated.

With ACC's adoption of the SCoPEd Framework (2022/2025), ACC's accreditation processes are designed to explicitly map to SCoPEd B or SCoPEd C competences.

These guidance notes are for those members who meet the criteria for the Level 4 top up route (SCoPEd B) which this document sets out in detail (see page 4).

Application forms for other routes to accreditation can be accessed on ACC's website members' area or by emailing registrar@acc-uk.org.

Updated: June 2026

Qualifying criterion Level 4 top up route

Applicants must be able to evidence they meet the requirements below for:

A) ACC registration,
B) Core counselling training (via one of the three paths below),
C) SCoPEd B competency training,
D) and supervised counselling practice.

Qualifying criteria

A	Registered	Applicants must be a registered counsellor member of ACC
B	Counselling training: via path 1	450 guided learning hours of core counselling training which is formally validated at level 4. Guided learning hours must be a minimum of 70% face to face learning and a maximum of 30% through an online environment which consisted of live, synchronous training.
	Counselling training: via path 2	420 hours guided learning hours of core counselling training which is formally validated at level 4, plus a further 30 hours achieved through undertaking pre/post qualification counselling training and/or some continuing professional development training. Guided learning hours must be a minimum of 70% face to face learning and a maximum of 30% through an online environment which consisted of live, synchronous training.
	Counselling training: via path 3	ACC members who were grand parented onto the register in 2017-2018 are deemed to have 420 guided learning hours of core training at level 4 (unless they can evidence higher level training and/or guided learning hours), plus an additional 30 hours is required which can be achieved through undertaking pre/post qualification counselling training and/or some continuing professional development training.

Qualifying criteria continued

C	ACC SCoPEd B competency ('top up') training	Applicants must be able to evidence attendance at an ACC accredited SCoPEd B competency ('top up') training course (or equivalent). Attending the whole course is a mandatory prerequisite for accreditation via level 4 top up route. If you have missed any of the course due to extenuating and exceptional circumstances, please see further information below and contact registrar@acc-uk.org before completing this accreditation form.
D	Supervised counselling practice	Applicants are required to evidence 450 hours of supervised counselling practice. (Please note that, as with other accredited registers for counselling and psychotherapy, ACC usually recommends that counsellors apply for accreditation once they have at least 2 years of practice post qualifying placement hours).

If you completed your core counselling training at level 4 and then completed a significant amount of training at level 5 or 6, please contact us to enquire about whether you meet the requirements to apply for accreditation via the Level 5+ top up route instead.

Please contact us by emailing registrar@acc-uk.org if you are unsure if your training meets these criteria.

Attendance at ACC SCoPEd B competency ('top up') training

To apply for accreditation via Accreditation – Level 4 top up route (SCoPEd B), attendance at an ACC SCoPEd B competency ('top up') training course or an equivalent SCoPEd B progression training course is mandatory*. 100% attendance and engagement** is expected, however ACC recognise that there may be occasions due to immediate and exceptional circumstances*** where this is not possible. If you have attended more than 75% of the training and your extenuating circumstances have been agreed by ACC, you may submit this application with additional pro-forma relevant to the missed training (see part 2). This will be provided to you by ACC.

* If in doubt about whether a course is recognised by ACC, please contact us by emailing registrar@acc-uk.org.

** Engagement means being actively involved in the learning process, e.g., by asking questions, taking an active role in discussions, in online sessions giving the training your full attention (normally this would include keeping your camera on).

*** Examples of exceptional circumstances may include a family emergency or sudden onset of a debilitating illness. These must be discussed and agreed with your tutor who will formally mark you absent for the competence training missed. Please contact registrar@acc-uk.org if you have missed any of the training.

How to apply

Overview of the Process

For all applicants who meet the above criteria, the application process comprises the following.

Complete parts 1-7 of the online application form and submit the requested documentation.

PART 1: Personal and professional details

PART 2: Counselling training
(Note: In this section you will be prompted to upload qualification certificates and evidence of your CPD and SCoPEd B 'top up' training)

PART 3: Counselling experience

PART 4: Checklist for good practice
(Note: In this section you will be prompted to confirm you've read and adhered to a list of good practice elements and comment, if appropriate, on how this review has impacted your processes and practice)

PART 5: Supervision
(Note: In this section you will be asked to share the link to an online form with your supervisor. This is a compulsory part of your application so please ensure your supervisor completes it promptly)

PART 6: Evaluation of the Churchill Framework

PART 7: Counselling theory in practice
(Note: In this section you will be prompted to upload written assignments and documents)

It can be helpful to carefully read through the online form to ensure you know what is required before beginning your application. We recommend that you enlist the support of your counselling supervisor in discussing and reviewing your application. Please note artificial intelligence (AI) cannot be used for any of the application process, except for proofreading.

We hope that the process is clear from the application form, however, please contact us at registrar@acc-uk.org if you have any questions or concerns.

We encourage you to regularly save your form so responses are not lost. The SAVE button can be found at the bottom of each Section.

Fees

Fees for accreditation assessments are set annually. There is a variable charge for re-submission based on the extent of re-work required. Details about fees can be found on ACC's website, here

Reasonable adjustments

If you need any support in completing your accreditation application because of a disability that puts you at a marked disadvantage, please contact us at registrar@acc-uk.org with details of what would be helpful and why. We may ask for proof of why you require adjustments and if you do not have a formal assessment to evidence your needs, we will have a discussion to understand why you have not pursued one. We will do our best to support you where possible.

The use of artificial intelligence and plagiarism

The use of artificial intelligence (AI) is not permitted to help write the application form nor for taking part in a viva if one is required. Plagiarism (copying someone's work, e.g., from a book, or on online source, or asking/paying for someone to write for you) is also not permitted; the application and viva should be all your own work. You may use programmes to help you check your work, such as checking spelling and grammar using the Editor function in Microsoft Word, but you may not use AI to create or write any portions of your application, nor during the viva. ACC reserves the right to require applicants to attend a face-to-face viva. If you use a computer programme to support you with any additional needs and are unsure if the programme is AI, please contact ACC. All of the application process should be all your own work. If you have any questions about the use of AI or plagiarism, please contact ACC.

Accreditation assessment

When you submit your application, it will be initially checked by ACC staff to ensure that all the required information has been submitted and that your supervisor's reference has been received. It will then be passed to the assessment team, who will determine whether it satisfies the criteria set for accreditation. ACC assessors are experienced counselling practitioners who have extensive experience and a professional accreditation in a recognised organisation.

Timescales will depend on a number of factors, including volume of applications and assessor availability. Normally, applications will be assessed within a three-month period, however the Registrar will contact you if this timescale is extended. Note that you may be asked for some supplementary information or potentially be invited to a viva (see page 9).

Requests for supplementary information and/or clarification

It is not uncommon for applications to be assessed as requiring supplementary information or clarification. When assessors are looking at your application they may have further questions regarding your practice, the supervisor's reference or training/CPD and will concentrate on information provided in parts 1-7 of this application. If the assessors have any questions that would further aid their assessment, you may be asked questions via an email or an online meeting (you would be made aware of any questions in advance).

Please note assessors will need to be satisfied about the answers to these questions before proceeding. As a result of these discussions, you may be asked to resubmit parts of the form. Also, in marginal or borderline cases, where the assessors find it difficult to determine if one or more aspects of the application satisfies the criteria for accreditation they may invite you to a viva (see below).

Viva

In marginal or borderline cases, where the assessors find it difficult to determine whether one or more aspects of the application satisfies the criteria for accreditation, a viva will be held via Zoom. A viva is a meeting between yourself and assessors where you can explain any aspect of your application that is unclear, and which the assessors will use to determine whether you have met the standard for accreditation. You will be given notice of the viva and the areas that the assessors would like to ask you questions about. You may pass the viva and achieve accreditation, or be asked to make minor amendments to your application in writing after the viva and resubmit, or be asked to resubmit your application with more significant amendments.

Although a viva may seem daunting to some people, it can be an opportunity for you to explain aspects of your application that need clarification or require a little more information in order to help the assessors reach a decision. However, you can decline the invitation to have a viva, in which case you will be requested to resubmit your application.

Re-submission

If your application for accreditation fails to meet the required standard, you will be given feedback and asked to re-submit. There is normally a variable charge for resubmission, which will be notified to you at the time, and is dependent on the amount of re-work to be done.

Failure after resubmission

If your application fails to meet the standard after re-submission, you need to wait for a minimum of twelve months before re-applying.

Achieving accreditation

You will be notified to say that you have achieved accreditation, and your membership status will change to accredited counsellor. This will appear on your register and your 'Find a Counsellor' entries on ACC's website. Your membership certificate will change to reflect your new status, and you can change any other directory listings or websites you have to say that you are an ACC accredited counsellor. Your name will be printed in the next edition of Accord journal to mark your achievement.

Please be aware that, in line with other professional bodies, your membership fees will increase at your next renewal point. You also have an obligation to ensure that you have the right amount of CPD and supervision for this membership category.

APPLICATION FORM: PART 1
Personal and professional details



In part 1 you will be prompted to enter your personal and professional details that provide context about your work and what has led you to apply for accreditation.

If you have any questions please contact registrar@acc-uk.org.

APPLICATION FORM: PART 2
Counselling training



Part 2 asks that you clearly state your core counselling training, any subsequent specialist training and your CPD logs for the last 2 years. You will also need to provide details of your attendance at SCoPEd B competency ('top up') training recognised by ACC – we recommend you do this under section 2.2: post qualifying and specialist training.

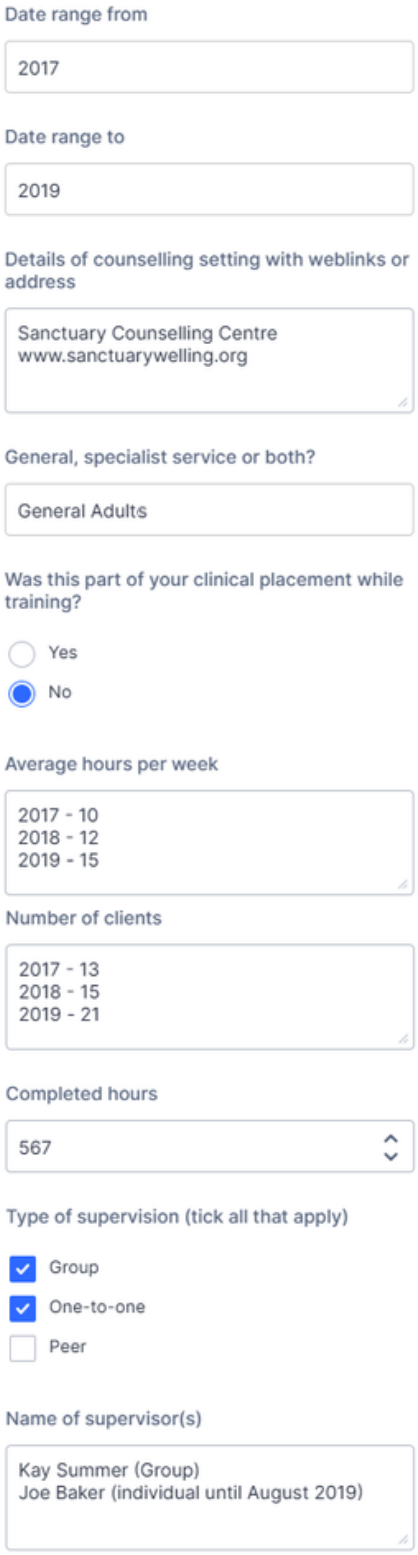
Please include qualification certificates or scans of certificates for all courses listed, clearly naming the files with your name and the course name. If a certificate is not available, include a website link to the specific CPD/course where possible. Avoid including a general link to a training provider.

If any courses explicitly meet SCoPEd B competences, (e.g. assessment training, monitoring and outcome tools, training on out of awareness/unconscious processes etc.) please highlight these. While this is not necessary to pass the accreditation, it may support your application.

If you are unsure whether your core training meets the criteria for this Level 4 top up accreditation route, contact ACC via registrar@acc-uk.org.

APPLICATION FORM: PART 3
Counselling experience

Part 3 is a record of your most recent 450 hours of supervised practice, broken down by year and agency/employment/private practice. See example below



example : 3.1 Overview of your counselling practice by setting completed

If you need to add another counselling setting, select '**+Add Row**'

APPLICATION FORM: PART 4
Checklist for good practice



This checklist enables you to undertake a professional audit of aspects of your practice to give you assurance that you are practising within ACC's guidelines.

Read the documents and reflect on your own practice in the light of them using the comments boxes provided. Comment briefly on any amendments you have made, your reflections, or evaluation in the light of each of the documents you have read. You may wish to say more about specific documents; for example, in some cases you may wish to adopt/adapt the ACC templates or adopt alternative templates. You may also comment on how your current practice already adheres to ACC policies.

No more than a couple of sentences are required for each task unless you wish to more fully outline a counselling practice decision.

You may wish to explore some of the policies, guidelines, and documents as part of your supervision, in terms of how they might relate to your own counselling practice and any amendments you may wish to make as a result of reading them. It may take some time to make any necessary amendments in your clinical practice and supervision can support you in this.

APPLICATION FORM: PART 5
Supervision

Part 5 asks for details of your supervision arrangements, along with a reflection on supervision that allows you to evidence that you meet SCoPEd B competence 5.6.B – 'The ability to review and evaluate supervision arrangements and take responsibility for adapting supervision to the evolving and changing requirements of ongoing practice'.

This section also includes a reference for your supervisor to complete. The reference should be from your primary supervisor who has supervised the majority of your counselling hours and should be a recent reference written for the purposes of the application, completing all sections of the online Supervisor reference form. Note that ACC require you to have been meeting with your supervisor for at least 6 months such that they feel able to comment on your practice as per this reference. If this will prove to be an issue, please contact us on registrar@acc-uk.org

The link for this form appears within section 5.5 or you can use the link below:

Supervisor reference form

Please be prepared to ask your supervisor to complete this reference form. Accreditation applications will not be processed without a supervision reference being received.

This reference also includes space for your supervisor to comment on your overall competence as well as how you work with specific competences found in column B of the SCoPEd Framework. We would encourage you to discuss the whole application with your supervisor as part of your development as a counsellor.

APPLICATION FORM: PART 6
Evaluation of the Churchill Framework

Because of our faith identity, we expect all counsellors to have knowledge and understanding of the Churchill Framework (2021/2025), to ensure that our work with clients who wish to include and explore their religious faith and/or spirituality in therapy takes due account of both the risks and opportunities of exploring faith in counselling. The Churchill Framework is based on extensive research, as partly evidenced by the references.

This evaluation is an opportunity for you to review and reflect on the value of the framework in general and/or for your own practice setting.

Part 6 asks that you read and reflect on the Churchill Framework, offering brief feedback on the framework itself and how you have or could assimilate this into your practice.

Consider this researched framework as the way of evidencing SCoPEd B competence 4.16.B 'Ability to draw upon and evaluate published research on counselling and psychotherapy, and integrate relevant research findings to enhance practice.'

Applicants must critically appraise the Churchill Framework by completing a questionnaire with four questions. A list of short points are acceptable for each of your answers. The maximum word count for each of the four sections is 400 words.

The assessor will be looking for evidence that you have read and understood the Churchill Framework.

This written work is assessed on a pass/fail basis. You do not need to include references and citations unless you are drawing from the theories, claims, or ideas of other writers.

Please note that the results of your evaluation, together with those of other applicants, may be collated and used (anonymously) to improve the framework.

APPLICATION FORM: PART 7
Counselling theory in practice

Introduction and general guidance

The written assignments in part 7 provide an opportunity for you to evidence the depth and breadth of practice required of an accredited counsellor. They also allow you to evidence a broad range of the SCoPEd column B competences.

Throughout part 7, whilst you do not need to include citations and references for every point that you make, you are expected to include a couple of references to show what models/theories underpin your work and acknowledge the sources of your clinical knowledge to demonstrate SCoPEd competence 4.2. For example, 'Drawing heavily from the internal family systems approach (Schwartz & Sweezy, 2019), my approach to counselling…' (This will also help you evidence of meeting SCoPEd B competence 4.16.B 'Ability to draw upon and evaluate published research on counselling and psychotherapy and integrate relevant research findings to enhance practice'.

Evidencing SCoPEd B competences
All Level 4 top up accreditation applicants will have undertaken training in SCoPEd B competences, and the accreditation application gives an opportunity to write an extended case study to demonstrate a 'Level 6' attainment and to evidence SCoPEd B competences, as required by the SCoPEd Framework column B (see pages 13-15).

The accreditation application process aims to give you an opportunity to evidence at least 10 of the SCoPEd B competences.

As each counsellor approaches their work differently, the structure of the written assignments allows for some flexibility and offers suggestions as to where you can evidence the competences, but you may evidence alternate or additional competences. *You do not have to adhere to the suggested structure.*

Each subheading includes at least one suggested competence that you may be able to evidence when completing each section. Please note there may be more than one place in your assignment where you can reference the same competence. We have included more than one suggested competence for some of the sub-headings in the case study; this is to give you as much flexibility as possible in writing about your specific practice.

There are 25 column B competences in the SCoPEd framework in total. At least two of the competences are assessed through the written work you have completed in parts 1-6, the evaluation of the Churchill Framework (competence 4.16.B), and the review and evaluation of your supervision (competence 5.6.B).

You do not have to address every single competence in your written work as you have already undertaken training on all the competences. But you are expected to address at least 10 of the competences in your written work in part 7.

Avoid grouping multiple SCoPEd competences together at the end of a section or paragraph (i.e., do not include '[2.1.B, 4.9.B, 3.13.Bi & 2.5.B]'). Instead, reference the specific competence just after the specific point you are making or specific description of an aspect of your clinical work that highlights the competence. For example, if you are discussing how you have managed issues of power as part of your response, add '[3.10]' at the end to indicate the specific SCoPEd B competence, or for how you have used and evaluated audit tools, add '[4.15]'. The assessor will then be able to see which points, descriptions, and reflections relate to which specific competences.

Structure of assignments
The assignments are divided into the following sections which should be uploaded separately on the online application form (with PDF being the preferred format):

- 7.1 is a critical reflection on your counselling approach/model in practice using a case study or two case studies. (Suggested word count - 2,500 words).

- 7.2 asks you to upload copies of all your assessment processes/questionnaires, contracts (counselling agreements) and outcome measurement tools. There is no written component to this section.

- 7.3 asks you to reflect on the ethical imperative of self-care in the context of being a counsellor who is a Christian, with respect to how it forms part of your regular rhythm or practice. Suggested word count - 200-300 words.

- 7.4 is a summary of your learnings and reflections which have come about as a result of the whole accreditation process. Suggested word count - 300-400 words.

Further guidance for case study/ies
The following proposed areas may help guide your writing and provide suggestions for how to ensure you cover a range of SCoPEd B competences within your case study/ies. (Please note however that you are not limited to this suggested structure).

Remember, overall, to avoid simply describing what happened but aim to include evidence of some reasoning and reflection behind your actions/choices. Ensure you include some rationale about why, for example, you chose specific interventions or made particular choices in the counselling process. This will enable to you to write in some critical depth, showing your understanding of the various aspects of your counselling practice.

Suggested structure for 7.1

Please set out a concise and comprehensive understanding of your counselling approach/model and how it brings about positive psychological change including any theories that underpin or contribute to it (e.g., Attachment theory, Erickson's Stages of Development, Ennegrams etc.) If using an integrative approach please explain firstly how the different theoretical and related interventions link together to bring about psychological change, before setting out a critical appraisal.
If using an eclectic approach, please explain firstly what unifying concept or foundation provides the basis for selection of different interventions in this approach to bring about psychological change before setting out a critical appraisal. Please note that the assessors will expect to see how core training and CPD has informed your counselling approach evidenced in part 2: Counselling Training. **[Suggested SCoPEd B competence 4.2]**

Select one or two clients you have worked with over the past 12 months.

If writing about two clients, choose, where possible, clients presenting with different histories and/or presenting issues, which collectively provide case histories that allow you to thoroughly address the following headings.

Note if using two clients you do not have to cover both clients for each heading, rather focus on comprehensive coverage across both clients, clearly referencing which client you are writing about in each instance.

Ensure to protect your client(s)'s confidentiality and anonymity, refer to your client(s) by pseudonyms and do not include any potentially identifying details in your case study/ies.

Include a brief (~50 words per client maximum), anonymised biography of client one, and client two, if applicable.

Describe how you assessed presenting concerns in the light of the client(s)'s history, your conceptualisation in each case of the most appropriate therapeutic approach and how this shaped your work with the client(s) and the outcomes.

[Suggested SCoPEd B competences 4.7, 4.9]

Evidence the effectiveness of your counselling approach/model.

[Suggested SCoPEd B competences 4.2, 4.7, 4.15]

Describe what challenges you experienced in developing a working alliance and/or therapeutic relationship and how these were overcome. Make reference to unconscious and out of awareness processes and your own responses to the client(s).

[Suggested SCoPEd B competences 4.4, 5.1.ii]

Describe how you monitored progress, and made adaptations/changes to stay aligned with the client(s)' therapeutic goals.

[Suggested SCoPEd B competences 2.1, 2.5]

Discuss how you became aware of and managed any tensions and/or ruptures in the therapeutic relationship(s).

[Suggested SCoPEd B competence 3.21]

Outline how you monitored risks and considered opportunities for the client(s)'s growth. **[Suggested SCoPEd B competences 2.8, 4.3]**
Describe how you prepared, or are preparing for, the work to end. **[Suggested SCoPEd B competence 3.24]**
Describe your use of supervision throughout the work. **[Suggested SCoPEd B competence 5.6]**
Reflect on how issues of diversity and inclusion may have influenced your work your client(s). **[Suggested SCoPEd B competences 4.11, 5.4, 3.10]**

Word count guidance
Word counts are set to be equitable to all applicants and can be a way of helping you think about what is important to include to meet the assessment criteria.

To give flexibility and accommodate candidate preferences and writing styles, +/- 10% is acceptable for all word count suggestions.

If you go significantly under (more than 10%) the lower end of the word count, you may not be able to evidence all the assessment criteria, and this could disadvantage your application. If you go significantly over the word count (more than 10%), in order to be fair to all applicants, the assessors will only read the suggested word count plus 10% of your written work. Therefore, aim to ensure that you meet the assessment criteria within the word count range +/- 10%.

In order to help you evidence your competences and meet the accreditation requirements, think about how much description you include in your assignments that may or may not be necessary. For example, in discussing the case study(ies) in part 7, you do not need to include a lengthy description about the client(s) and their background as this could use up your word count unnecessarily. Instead, aim to only include what details you need to help you show you are meeting the criteria and evidencing the competences. Think about how you can use your word count effectively.

Assessment criteria

The assessment criteria for the written work in part 7 are the SCoPEd B competences themselves. For example, if you are writing about how you are able to conduct an ongoing assessment informed by a theoretical approach and seeking to evidence SCoPEd B competence 2.1.B, 'Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach', the assessment criteria is: Evidence of the ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach. The assessment criteria for each competence is 'evidence of the ability to…'

As counsellors work in different ways, there is some flexibility in where and how you evidence the competences but there are suggested places in which you can evidence specific competences, and you must address the questions asked in the various sections.

Additionally, the assessor is looking for you to illustrate depth and maturity in your practice, evidenced by your ability to critically reflect on how your practice is structured (e.g. contract, assessment process, supervision, self-care etc), how you deliver therapy within that: your approach/model of counselling, and how you adapt your approach with clients presenting with different issues and complex multi-layered issues.

The assessor is looking for evidence of how flexible your approach/model of counselling is, when considering the external constraints that any different settings place on your work with clients. These constraints might be, for example, a centralised or given assessment process, a fixed number of sessions, supervision arrangements, safeguarding/reporting requirements and/or use of outcome measurement tools etc. If solely in private practice, the assessor will be looking for evidence of your awareness of risks associated with private practice and how you mitigate these through, for example, use of supervision, contracting, assessment and referral sources.

The assessor will be looking for evidence that you understand and can take account of differences in presenting concerns, client histories and/or counselling theories and approaches, and can work flexibly in service of your clients. For counsellors working within one modality (e.g., CBT, or Person Centred) the assessor will be looking for you to demonstrate your understanding of the flexibility, range and depth of the approach when clients present with different issues/concerns. For integrative counsellors, the assessor will be looking for you to demonstrate understanding and rationale for integrating different approaches.

To effectively meet these marking criteria, feel free to compare and contrast across different client groups or settings. For example, you may work slightly differently with bereavement than with depression and anxiety, and/or when in private practice rather than a third-party work setting.

Please ensure you include the SCoPEd B competence number at the end of the relevant sentences to highlight where you are evidencing specific competences.

Marking the assignments

The written assignments are marked by assessors who are experienced counselling practitioners. They will mark your assignment on a pass/fail basis against the description and assessment criteria set out for each section. Please ensure that you read the assessment criteria before writing the assignment and take note of where SCoPEd B competences should be evidenced.

As you write, think about whether your writing demonstrates a competence/assessment criterion. A common challenge in writing can be that the writer knows what they think and do but may struggle to show the reader what they think and do and communicate it in the writing clearly. Therefore, once you have written your draft, aim to read your work through from the perspective of the assessor and check whether your meaning is clear and whether it does evidence the criteria.

Supervision can also help you think about your counselling practice and where you meet the competences.

SUBMISSION OF APPLICATION
Checklist

Please use the checklist at the end of the form to confirm you have submitted all the answers and documentation required. If there are any sections that are not applicable, please leave unchecked.

Be sure to check your answers and uploads before submitting your form. Once you have submitted the form, you will not have the opportunity to make changes to your application.

If you need assistance, or have any further queries concerning this application, please contact registrar@acc-uk.org.

Thank you.