

Guidance on candidate entry requirements

It is the centre's responsibility to ensure that candidates meet both the candidate entry requirements and the Recognition of Prior Learning (RPL) requirements where this applies – see table below

Entry guidance for all qualifications:

Potential candidates must possess a level of literacy and numeracy sufficient for the programme concerned and be aware of the time and other resources required for the course. Applicants need to know that the qualification is not suitable for those who are currently in a state of severe emotional difficulty and/or severe psychological confusion, for example those:

- Currently experiencing – *without* ongoing and appropriate professional support – a recent, major life crisis such as marital breakdown or a close bereavement.
- Currently experiencing moderate to severe mental health problems including, for example, clinical depression, severe anxiety disorders, eating disorders, personality disorders or any form of psychosis.
- Currently involved in substance misuse.

Centres need to ensure that all potential candidates are made aware of the nature of the course, and in particular that the course involves experiential elements that will involve some personal disclosure and associated personal development activities.

Title	Age	Entry requirements /RPL	Criteria considered important for selecting candidates
ICSK-L2	16+	None required	See general notes above
CSK-L2	18+	None required	<ul style="list-style-type: none"> ✓ Able to cope with course content ✓ Ability to translate intra-personal experience into language ✓ Able to benefit from self development ✓ Be motivated towards developing as a helper ✓ Emotional stability ✓ Identify reasons for training beyond just personal development ✓ References (centre option) ✓ Awareness of difference and diversity
CST-L3	19+	CSK-L2 or equivalent /RPL	<ul style="list-style-type: none"> ✓ Ability to translate intra-personal experience into language ✓ Able to benefit from self-development ✓ Emotional stability ✓ Evidence personal insight ✓ Ability to form a counselling relationship ✓ Awareness of difference and diversity ✓ Able to cope with course content ✓ Identify reasons for training beyond just personal development ✓ Be motivated towards developing as a counselling practitioner ✓ Provide references (centre option)
LCS-L3	19+	Level 2 qualification in life coaching or a complimentary or related subject	<ul style="list-style-type: none"> ✓ Ability to translate intra-personal experience into language ✓ Able to benefit from self-development ✓ Emotional stability ✓ Evidence personal insight ✓ Ability to form a collaborative relationship ✓ Awareness of difference and diversity ✓ Able to cope with course content ✓ Identify reasons for training beyond just personal development ✓ Be motivated towards developing as a life coaching practitioner ✓ Provide references (centre option)

Title	Age	Entry requirements /RPL	Criteria considered important for selecting candidates
LC-L4	19+	LCS-L3 or equivalent /RPL	<ul style="list-style-type: none"> ✓ Ability to identify reasons beyond just personal development ✓ Academically and emotionally able to cope with this level of training ✓ Able to benefit from self-development ✓ Emotional stability ✓ Evidence personal insight ✓ Ability to form a working alliance ✓ Ability to work with difference and diversity ✓ Have self awareness, insight, honesty and integrity ✓ Identify reasons for training beyond just personal development ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Be motivated towards developing as a life coaching practitioner ✓ Professional qualities required for autonomous life coaching practice ✓ Provide references
TC-L4	19+	CSK-L2 and CST-L3 ¹ or equivalent /RPL	<ul style="list-style-type: none"> ✓ Identify reasons for training beyond just personal development ✓ Provide references ✓ Academically & emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development ✓ Ability to form a therapeutic relationship ✓ Self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to others ✓ Capability to begin working with clients within an agency setting ✓ Are intending (and actively seeking) to begin work with clients during year 1 of the programme
PC-L5	19+	TC-L4 or equivalent /RPL (minimum 420 GLH) Plus appropriate pre-TC-L4 training (or equivalent).	<ul style="list-style-type: none"> ✓ Ability to identify reasons for training beyond just personal development ✓ Provide references ✓ Academically and emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to others ✓ Professional qualities required for autonomous practice

¹ Tutors can admit candidates to TC-L4 even if they have not yet completed their assessment for CST-L3 provided they achieve this before entry to year 2. Special arrangements can occasionally be made to allow entry of suitably qualified candidates into year 2 of TC-L4 – please contact the CPCAB head office for further guidance.

CBT-L5	19+	TC-L4 or equivalent /RPL (minimum 420 GLH) Plus appropriate pre-TC-L4 training (or equivalent).	<ul style="list-style-type: none"> ✓ Provide references ✓ Academically & emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities: imagination, intuition, openness and ability to benefit from self-development. ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disorder ✓ Able to challenge and be challenged
CYP-L5	19+	TC-L4 or equivalent/RPL (minimum 420 GLH) Plus appropriate pre-TCL4 training (or equivalent).	<ul style="list-style-type: none"> ✓ Ability to identify reasons for training beyond just personal development ✓ Provide references ✓ Academically and emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to children and young people ✓ Ability to work professionally as part of a team
TCSU-L6	19+	TC-L4 or PC-L5 or CBT-L5 or equivalent /RPL) Plus recommended min of 450 supervised practice hours ²	<ul style="list-style-type: none"> ✓ Provide references ✓ Academically and emotionally able to cope with this level of training. ✓ Ability to work with difference and diversity. ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development. ✓ Possess the qualities appropriate for a supervision relationship. ✓ Have self-awareness, insight, honesty and the ability to make links. ✓ Emotional stability and the absence of personality disturbance. ✓ Ability to challenge and be challenged. ✓ Ability to respond sensitively and empathically to others. ✓ Ability to model professional attitudes and behaviour.

² This is in line with BACP counsellor accreditation requirements.

