Tutor Guide

Level 4 Diploma in Therapeutic Counselling (TC-L4)

The only awarding body run *by* counsellors *for* counsellors

This RQF qualification is regulated by Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland.

Qualification/learning aim number: 500/8088/X

Contents   Page

Appendices   Page

Please note that:

➢ This document can be downloaded from the CPCAB Website along with tutor support materials.

➢ Tutor support DVDs can be purchased from the 'Shop' on the CPCAB website: www.cpcab.co.uk/shop

Find us on Facebook

Join the Tutor Facebook Group

Find us on LinkedIn

Watch us at CPCAB Videos

Discover new & interesting things at a New Vision for Mental Health

Qualifications that change lives   cpcab

1.   Introduction for Tutors

This two-year part-time qualification gives candidates the knowledge, skills and competencies to work as a therapeutic counsellor in an agency context in both health care and non-medical settings.

There are many different agencies and many types of associated counselling services, but all agencies should provide the candidate with a service framework that includes both a line manager and clinical supervision. Successful completion of this course means that the candidates will be able to provide a therapeutic counselling service – initially within the context of an agency's service framework but later (with experience and support from the supervisor, or by completing PC-L5 or its equivalent) they may progress to independent practice.

Potential job roles include but are not limited to:
- A counsellor employed by a college
- A counsellor working in the third sector
- A counsellor employed by a charity
- A Psychological Wellbeing Practitioner (PWP) in the NHS Talking Therapies services
- An 'adult' counsellor in independent practice (with additional training and support)

See the TC-L4 Specification for more information on qualification purpose.

> **Tip:**
>
> Make sure candidates understand that this course is primarily designed to train them for work within an agency's service framework, although they can progress to independent practice after a period of experience and/or further training.

2.   Qualification Structure

The qualification is made up of 7 mandatory units, each of which has learning outcomes and assessment criteria. This structure is based on the 7 processes of the CPCAB's Model.

> **Tip:**
>
> Encourage your candidates to think of the assessment criteria as learning tasks which they complete and then record so that you can see they have achieved the task.

All the qualification information – including the **minimum assessment requirements** – is contained in the TC-L4 Specification.

The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in Appendix 1 of this document.

Qualifications that change lives   cpcab

To achieve the qualification candidates must be (a) internally assessed by you, the tutor, as **Proficient** in all 7 units and (b) externally assessed by CPCAB as **Proficient**.

This qualification is eligible for fully in-person[1], or blended delivery. Up to 25% of the Guided Learning Hours (GLH) of this qualification can be delivered online. This qualification is not suitable for full online delivery. Please see how to run CPCAB's qualifications online for more information.

3.   Standardisation of Tutor Assessment

As a tutor for TC-L4 you are required to attend one of the free CPCAB standardisation training days either before or during your first year of delivery of the course. You must then attend a standardisation training session at least once every two years and receive 'cascade' training from a colleague in the intervening year.

Please see:
- CPCAB's Terms and Conditions.
- Further information including dates, venues and the booking form to book your place.

Important note:

- Failure to attend a standardisation training day may result in your internal assessment decisions being declared invalid.
- Where a training place has been reserved but the tutor does not attend on the day and has not informed CPCAB of the cancellation in advance the centre will be charged a non-attendance fee.

For further details please contact CPCAB via verification@cpcab.co.uk

4.   Candidate Registration

Candidates must be registered with CPCAB within six weeks of the course start date. Candidates who are not registered will not receive qualification certificates. Candidate registrations should be completed via the CPCAB portal and by the centre's exams department.
Please note that CPCAB has no responsibility for candidates who are not registered with CPCAB.
  ➢ Please see the CPCAB Guidance on How to Register your Candidates (CR0).

When registering candidates please be aware of the need to complete a Conflict of Interest Declaration (CR10) form to inform CPCAB of any dual relationships/conflicts of interest likely to compromise the integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate[2]. If in doubt, please contact CPCAB for further advice or information.

---

[1] BACP APQ centres are required to offer a blended delivery

[2]   Please see the Conflict of Interest Policy on the CPCAB website for further guidance.

Qualifications that change lives   cpcab

TC-L4 candidates MUST be registered for each separate year of the qualification[3] – at the beginning of year one and then again in year two. A candidate fee for each separate year will be applied.

Minimum registration numbers.

There is a minimum number of **6 candidates** that need to be registered per group.

The minimum numbers for candidate registrations per centre per year are:

- Levels 2 and 3: a total of 12 candidates per year

- Levels 4 to 6: a total of 9 candidates per year. (*CPCAB strongly recommends a minimum of 9 candidates per group when registering Year 1 of TC-L4).*

Please note that CPCAB reserves the right to refuse to register groups of fewer than 6 candidates. If registrations are below this number in order for us to review if this registration can fulfil the qualification requirements we would ask that you provide written details on how this group size will be managed to enable all core assessment activities to take place, and all relational and inter-personal aspects of the course to be fully experienced by all candidates involved. You should also note a contingency plan for what would occur if group numbers reduced further.[4]

Candidate registration fees.

Please see the [CPCAB Fees](#) documents for candidate registration fees and any additional fees the centre may incur.

CPCAB minimum and maximum group size requirements.

Please note that the **minimum** tutor numbers are **mandatory**:

Levels 2 and 3:

- minimum of one tutor involved in internal assessment
- maximum of 18 candidates with one tutor
- maximum of 24 candidates with two tutors

Levels 4 to 6:

- minimum of two tutors must be involved in internal assessment for higher levels qualifications except LC-L4, CBT-L5 and OPCP-L5 which only require one.
- maximum of 16 candidates

---

[3] BACP APQ centres should ensure they register each year as an APQ delivery.

[4] Until this information is received, we will not be able to approve this registration and the candidates will not be entered for any assessment. Please contact the exams department exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

Qualifications that change lives cpcab

5.   Internal Assessment

As the tutor you are responsible for carrying out internal assessment which is then internally moderated and verified at the centre and externally verified by CPCAB. CPCAB requires that **two tutors** must be involved in the internal assessment of candidates' work. Where team teaching is not possible (i.e. both tutors in the classroom at the same time) then the division between the two tutors should be as near as possible to 50/50 for each academic year. This is to ensure that each tutor can establish and maintain a meaningful relationship with all the candidates in the group during each of the two years. CPCAB puts much significance on this relational element between assessors and candidates.

Candidates collect evidence of their learning in a portfolio and complete the Candidate Learning Record (CLR) found in the Candidate Guide, which is placed at the front of the portfolio to signpost the evidence for each criterion.

Candidates must give **two** pieces of evidence for each criterion. Also, the CLR (when complete) must make reference to all **three** of the following types of coursework for **each** of the 7 units[5]:

1. **Documents** – Your candidate must include learning reviews, 2 self-reviews, 2 case studies with real clients and 2 case presentations[6], 2 assignments (e.g. an essay), a client record (100+ hrs one-to-one with a minimum of 5 different clients)[7], a clinical supervision record and a personal counselling record (10 hours minimum by the end of the course)[8]. Your candidate might also include, for example, self-review of audio/video recordings (including verbatim transcripts), tutorial records (when written by the candidate) and notes on their personal development.[9]

2. **Tutor observation** – Your candidate must include records of tutor feedback on their counselling practice sessions – they must refer to at least 4 examples of being observed by their tutor and 2 of these must be via audio or video recording.[10] Your candidate might also include tutorial records (when written by the tutor), tutor feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision).

3. **Testimony** – Your candidate must include records of peer feedback on their counselling practice sessions, at least 1 supervisor report and at least 1 agency report. They might also include, for example, peer feedback on case presentations and group discussions (including contributions to

---

[5]   Please note that, if it is appropriate, the trainee can reference the same section of their portfolio, or the same piece of work, a number of times.

[6]   The case studies and case presentations can be linked.

[7]   Cancellations and non-attends do not count towards this total.

[8]   Centres can require trainees to undertake more than 10 hours, particularly if this is congruent with the course's theoretical approach.

[9]   Personal development may result from insights gained from the course, other personal development work, tutorials or from personal counselling.

[10]   In the case of the audio or video recording, you may choose to listen to (or watch) the recording rather than observe the trainee directly.

Qualifications that change lives cpcab

seminars, group-work and group training supervision), feedback from agency team members, and client evaluation/feedback.

- ➢ See TC-L4 Specification for a summary of minimum assessment requirements and Tutor-assessor qualifications and experience.
- ➢ See the CPCAB film on How to build a student portfolio.

Tip:

It is a good idea to outline possible sections in the portfolio. For example:
- ➢ Documents: learning reviews, self-reviews
- ➢ Tutor observations: tutor feedbacks on counselling practice
- ➢ Testimony: peer feedbacks on counselling practice, report from supervisor

Make the portfolio requirements clear and encourage a consistent house style.

CPCAB recommends that candidates attach a Criteria Assessment Sheet (CAS) to any work they hand in for assessment. You can use the CAS sheets to indicate which criteria have been met and to offer formative feedback throughout the course.

Tip:

Meeting criteria is important, but the overall learning experience should not be criteria driven, achieving this balance is down to your skill as a tutor. You can also encourage candidates to be creative.

It is important to explain to candidates that the work that they include in their portfolios is assessable material and cannot be kept completely confidential. Not only will it be assessed by you the tutor, but it may also be seen by all those involved in the internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

6.   Recording Final Results of Internal Assessment

At the end of the course you (the tutor) must look at the evidence referenced in the Candidate Learning Record (CLR) and assess whether the candidate has achieved all the learning outcomes and associated criteria (including referencing all three types of course work for each unit) and met all the qualification requirements. This final assessment is recorded on the Completion Statement at the end of the CLR. Where a candidate has not met the learning outcomes in each of the units (either because of insufficient evidence or because you as tutor are aware of contra-indications[11]), this must be recorded on the

---

[11]   Substantive evidence which you have observed as tutor and which indicates that a specific assessment criterion or learning outcome has not been met despite the evidence submitted by the candidate.

Qualifications that change lives   cpcab

Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of any concerns likely to affect the final internal assessment decision. These concerns should clearly relate to the specific unit(s) and be documented (e.g. in tutorial records) alongside any agreed actions or support offered.

> **Tip:**
>
> It is important to emphasise to candidates at the beginning of the course that simply presenting evidence to meet assessment criteria may not be sufficient to meet the overall learning outcomes and/or qualification requirements.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) on-line via the CPCAB Portal. Please note that centres **do not** need to wait until the external verification visit before recording internal assessment results.

The IA must record one of the following final outcomes:

1. **Proficient (P):** the candidate has met all the assessment criteria, achieved all 7 learning outcomes and has met all the qualification requirements including all placement hours.

2. **Not Proficient (NP)**[12]: the candidate has **not** met the assessment criteria and/or has **not** achieved the 7 learning outcomes and/or has **not** met all the qualification requirements. Or contra-indications have been indicated.

3. **Left course:** the candidate left the course before completing internal assessment.

4. **Deceased:** the candidate died before completing the course.

5. **Deferred (D):** the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include[13] incomplete portfolio work, client hours or incomplete work to address contra-indications.

When recording a candidate's internal assessment result centres will be required to state the number of completed placement hours in order to submit the result.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. It is expected that candidates will complete their portfolio work within three months beyond the end of the course.

Candidates registered for TC-L4 have up to **ONE** year after the end of their course to complete the 100 hours client work. If a candidate is likely to exceed this one-year extension, then the core tutor must complete the Extension Request for Candidates (CR11) form for candidates completing client hours and send this to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension:

---

12   Candidates have access to centre internal appeals procedures if they wish to contest an internal assessment decision.
13   For BACP APQ centres this would also include where the results of the candidate's Certificate of Proficiency (CoP) are still pending.

Qualifications that change lives   cpcab

All requests must be sent to exams@cpcab.co.uk

It is important that centres ensure they submit accurate results. Premature claim of certification, before all qualification requirements (including placement hours) are met, is considered centre malpractice.

Alternative arrangements

If any circumstances arise where the approved tutor(s) is unable to sign off the IA for a candidate, the centre must seek formal CPCAB approval for alternative arrangements in order to ensure that these meet CPCAB requirements for valid internal assessment.[14]

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in both internal and external assessment and have successfully completed all the qualification requirements.

> ➢ Please use form Certification Request for Deferred Candidates (CR5) to request certificates for deferred candidates once they have successfully completed all the qualification requirements.

7. External Assessment

For the TC-L4 External Assessment candidates need to write a Structured Case Review of 3,000 – 3,500 words, using the headings given in the TC-L4 External Assessment Guide.

This is completed independently by the candidate at home over a set 28-day period. The case review is not written under exam conditions, but it must be the candidate's own work. Candidates will need guidance from you about when to complete this case review.

The total word count – including all quotations – must be between 3,000 – 3,500 words. Case reviews exceeding the maximum word count of 3,500 will be deemed Not Proficient.

See the TC-L4 External Assessment Guide.

When the case review is complete, the candidate must attach it to the cover sheet, which both the candidate and you (the tutor) sign to confirm that it is the candidate's own work.

As the tutor you are responsible for ensuring that the candidate case reviews for the whole learner group are received by CPCAB for external assessment by the deadline date given on the CPCAB website. This is normally done via your exams department. Please note that late submissions cannot be accepted.

---

[14] This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

Qualifications that change lives cpcab

For further information and full details of the external assessment process please see the TC-L4 External Assessment Guide on our website. It is important that centres access this guide and understand the External Assessment facilitation process.

Candidates must have completed at least two-thirds of the course before undertaking external assessment.

If a candidate is absent from the external assessment, then they can be entered to sit at the next available window. Please contact exams@cpcab.co.uk to ensure that they are entered. This must be done at least 14 days before the external assessment window.

> **Note:**
>
> Please note that TC-L4 external assessment takes place in Year 2. There is **no** external assessment in Year 1.

8. Internal Moderation, Verification, and Internal Quality Assurance (IQA)

During each teaching year an internal moderator must sample and confirm your assessments for this qualification – but not necessarily for each group you teach. During each teaching year an internal verifier/internal quality assurer must also verify that the centre's programmes are properly in place and operating effectively. Please contact your programme coordinator to find out what procedures operate at your centre.

> ➢ See the Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres.

9. External Verification

All centres teaching TC-L4 are required to have two mandatory annual external verification visits, usually one early into the academic year (between August and December) and a second later in the academic year (between March and July).

During your visits from the external verifier they will review the centre's system of internal assessment. To do this they examine the overall process of assessment, together with a sample of candidate learning records (CLRs), portfolios and associated tutor assessment and moderation of those CLRs/portfolios. They will also meet with the counselling training team and a registered candidate group.

There are no fees for external verification visits as these are included within the candidate registration fee but where additional support/visits are deemed necessary there could be an additional fee incurred by the centre.

Qualifications that change lives cpcab

Please see the CPCAB website for:

- CPCAB Fees for guidance on additional fees.
- CPCAB Guidance to External Verification Visits.

10. Annual Practising Certificate (APC)

When a centre first registers with CPCAB they will receive initial approval to run for one year. In order to meet the requirements of its regulators[15], to comply with UK law and to protect the interests of candidates CPCAB is obliged to obtain a further declaration of compliance from each of its recognised centres **every year**. This declaration is also intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date.

It must be signed by the person responsible for the quality assurance and management of CPCAB qualifications within the centre via the CPCAB portal at the beginning of each academic year. Once signed the portal will automatically generate your Annual Practising Certificate (APC) for the current academic year. This declaration will be requested before the first registration is made and may delay further registrations if not completed.

An APC can be withheld:

- Until the annual declaration of compliance has been signed.

- Following an external verification visit to the centre where any serious concerns are identified. The APC will be withheld until these concerns have been rectified. CPCAB will offer appropriate support.

CPCAB reserves the right to refuse to register any further candidates or to delay candidate certification for qualifications where serious concerns have been identified. Failure to respond to the support offered and/or address areas identified as needing development may lead to deregistration. Deregistration may also result if a centre is involved in malpractice.

➢ Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB Website.

11. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all recognised centres to have an appropriate candidate support system in place and to make appropriate arrangements to meet individual assessment needs. As a centre you are required to identify individual candidate assessment needs prior to enrolment in order to make arrangements for reasonable adjustments. Reasonable Adjustments in respect of Internal Assessment are provided by the centre.

---

[15]   Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

Qualifications that change lives cpcab

Please see CPCAB's policy for the Application of Reasonable Adjustments and Special Consideration.

Reasonable adjustments for External Assessments should reflect the kind of internal support that the centre is already giving the candidate. For External Assessment adjustments requiring prior agreement from CPCAB please submit applications to exams@cpcab.co.uk. These must be submitted at least **eight weeks** prior to the external assessment date. See Application for Reasonable Adjustments (CR3).

Special consideration is designed for candidates who face unexpected or unplanned difficulties at the time of the external assessment for example unexpected illness. See Application for Special Consideration CR3a).

Both CPCAB and centres are required to recognise and comply with both the spirit and the word of equal opportunities legislation. Previous Acts were amalgamated into the Equality Act 2010.

Please see CPCAB's Equal Opportunities Policy.

12. Appeals and Complaints

CPCAB are committed to maintaining standards across our recognised centres so that the public can have confidence in us and our qualifications. We provide our own complaints and appeals policies for the benefit of centres and candidates.

> ➢ Please view our policies on Complaints, Appeals, Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB website.

All CPCAB approved centres are required to have a complaints procedure which is available to candidates. Candidates must address all appeals or complaints about internal assessment or any aspect of their learning experience on the course via the centre's own internal complaints and appeals procedures. It is the centre's responsibility to make these procedures available to candidates. Candidates who contact CPCAB directly on these issues will normally be directed back to their centre.

For information relating to appeals against External Assessment results please see the External Assessment Guide for this qualification.

13. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes candidates need to meet the following additional course requirements.

Client work

Candidates are required to complete 100 hours minimum of **formally contracted,** one-to-one counselling with at least five different clients in agency settings. Up to 49% of these counselling

placement hours can be conducted through online/telephone work[16] and a minimum of 51% must be in-person counselling hours. Centres should ensure that candidates only undertake work in a format in which they are prepared, competent and appropriately supported. Candidates should maintain records of the type of session in their client log.

This workplace experience placement must be approved by the centre and offer candidates the opportunity to meet the qualification specifications. Centres should assess the readiness of candidates to begin client work. Candidates must have secured a placement in order to progress to Year 2 of the diploma. Candidates who have not completed their client hours by the end of the course should be recorded as Deferred on the CPCAB Portal.

Candidates are normally volunteer counsellors in the agency. An identified member of the agency staff must be prepared to complete an agency report on the candidate's ability to work in the agency.

CPCAB does not explicitly state which client groups a candidate can work with (this is to accommodate centres who choose a wide range of descriptors and contexts for the qualification), but we do offer the following advisory guidance:

Tutors need to ensure that candidates are in safe, ethical and well-managed agency placements:

➢ The placement must offer candidates the opportunity to demonstrate their proficiency in the relevant assessment criteria and at the relevant service level(s). See below under levels of client need.

➢ The quality and depth of experience offered in the agency needs to match the training, proficiency, ability and experience of the candidate OR the agency must provide appropriate specialised training and support to the volunteer counsellor/trainee.

➢ Client experience should not be limited to a narrow client group unless there is a descriptor – e.g. 'working with young people' – attached to the qualification (and even in this case candidates still have to meet all of the qualification's generic criteria).

➢ The placement should assess client suitability for any online/telephone counselling that candidates may undertake.

➢ The workplace experience must provide candidates with a minimum of 51 in-person hours of counselling.

➢ Careful consideration should be given to working with young people online and centres should refer to their ethical framework for guidance.

---

[16] Candidates registered on a BACP APQ qualification must engage in a blended placement, full in-person placements are not permitted in this format of the qualification.

Qualifications that change lives cpcab

Please see the <u>TC-L4 Guidance to Workplace Experience</u> for more information.

Levels of client need in relation to Workplace Experience

This is a key area of concern. The <u>CPCAB Service Level Model</u> is a concept **–** it needs to be applied in the real and confusing world of clients. We suggest that candidates are shown the model early on and encouraged to use it as a reference point for assessing clients (in consultation with their agency supervisor).

All clients can benefit from service level A counselling. Where possible, TC-L4 candidates should initially be matched with clients needing counselling at **service level A,** and then later in the programme, with clients needing counselling at **service level B**. This <u>excludes</u> clients who are in acute or chronic psychological crisis - this being **service level C** work, or who have deep-seated psychological needs.

Ideally, the placement agency would make appropriate referrals to volunteer counsellors/trainees. Unfortunately, the reality in many counselling services is often very different **–** clients with very deep psychological needs are often referred to counsellors who have very little training. Centres therefore need to provide clear guidance to agencies as to the level of client need appropriate for volunteer counsellor/trainees' work and to ensure that clear referral routes are identified.

See <u>TC-L4 Guidance to Workplace Experience</u> which includes various useful guidelines, plus sample proformas for (a) the candidate's workplace details; and (b) a volunteer counsellor/trainee-agency contract.

Counselling supervision

Clinical supervision is an ongoing requirement for all professional and volunteer counsellors/trainees working with clients.

Placement hours should be appropriately supervised and approved by you as tutor.

Your candidates should aim to meet the supervision ratio requirements of their chosen professional membership association/ethical framework. This varies depending on the amount of client work undertaken and candidates should seek guidance from their professional membership association, placement agency (if applicable) and refer to centre requirements as to how these ratios are ethically achieved. For example, the BACP requirements for trainee counsellors in individual supervision is a minimum of 1.5 hours per calendar month. Ratio of 8 hours counselling to 1-hour supervision, with supervision every two weeks. The BACP formula for counting time gained through group supervision is that if a candidate is in a group of four or less, half the time of the session can be claimed. So, if there are four people in a session of 1½ hours, then each person can claim 45 minutes each. If there are five or more in a session, then divide the length of the session by the number or people present - i.e. five people in a 2½ hour session could claim ½ an hour each. Peer supervision is not acceptable. For student members of BACP, please read GPiA054 Introduction to supervision for members for further information and check with your tutor for further assistance.

Qualifications that change lives cpcab

The external supervision for the client work should be with a supervisor who is able to support them in their practice. The supervisor should not hold any other role such as a line manager. The supervisor is required to complete a report on the candidate's work.

- Where supervision is not provided within the agency, it is important that a full discussion takes place about who holds clinical responsibility for the candidate's client work and that this is formally agreed.
- The training centre has a responsibility to monitor the situation, to ensure that appropriate supervision is taking place with regard to the candidate's counselling work.
- Ideally the supervisor's own orientation to client work would be broadly similar to that of the training. However, it is more important that the supervisor has an understanding of the candidate's developmental needs.
- Ideally, the supervisor should be trained and work in the same medium of counselling as the candidate in order to provide knowledge and experience of the medium of counselling offered.

Example proformas for Supervisor Reports are available on the CPCAB website.

Group training supervision

It is a CPCAB requirement that group training supervision is provided as part of the minimum 420 Guided Learning Hours (GLH)of the TC-L4 programme. CPCAB requires between 30 - 50 hours of group training supervision, depending on the size of the training group and the number of candidates in each supervision group. It is likely that most of this will occur in Year 2, when candidates have more client hours. However, CPCAB strongly recommends that candidates experience some hours in Year 1, to enable them to explore working in an agency setting, make best use of supervision and to address issues and anxieties arising from beginning client work.

This should be run in a 'group supervision mode' and can be linked to the requirement for case presentations. Candidates are expected to present their work, receive supervisory support from tutor and peers, learn from the work of other candidates in the group and examine the application of professional framework issues and theory to their client work. The emphasis here is on the candidates' learning, not on the client work outcome. Group training supervision does not imply any clinical responsibility being taken by the training centre.

Personal tutorials

To aid the retention and achievement of candidates, CPCAB strongly recommends that regular, individual personal tutorials are built into the programme GLH.

Regular, reasonable-length tutorials enable the tutor to support candidates in their learning, develop practice and are vital in aiding the candidate to identify learning goals. Tutors should take the opportunity of tutorials to raise and document any concerns likely to affect the internal assessment of the candidate.

Qualifications that change lives **cpcab**

Sometimes the demands of the counselling training programme or personal issues may temporarily affect a candidate's fitness to provide counselling or, in certain cases, continue the training programme. It is the candidate's responsibility to monitor their own fitness with tutors and supervisor(s) and agree the appropriate action. Fitness to practice would be a normal item on personal tutorial agenda. If a candidate fails to take appropriate action, tutors may need to contact the candidate's agency to express their ethical and client safety concerns.

We recommend that clear tutorial discussion and outcome pro-forma are kept (in line with normal centre practice) and agreed between tutor and candidate **–** these will be of use to the candidate as evidence for certain qualification criteria (units 5, 7 and possibly others).

Personal therapy for candidates

A minimum of 10 hours of face-to-face personal therapy (by the end of the course) is a CPCAB qualification requirement.

The place of personal therapy within the training will vary according to the theoretical underpinning of the programme but CPCAB believes it is essential that all candidates experience individual therapy while training. It is essential in order to gain insight into the client experience and provides an appropriate, safe arena for exploring personal issues, especially those implicit concerns raised in the second year of training.

Centres can require candidates to undertake more than 10 hours of personal therapy, particularly if this is congruent with the course's theoretical approach. However, they need to be mindful of equal opportunity and inclusion issues (cost, access to therapy, cultural issues, etc). Where a centre requires candidates to undertake personal therapy above the CPCAB minimum of 10 hours, this must be made explicit in course information before the start of the course. Candidates should also be encouraged to undertake further therapy for their own support where this is indicated.

Candidates may need encouragement and guidance in entering therapy. Centres may be able to identify and/or liaise with locally available, experienced therapists to assist candidates to meet this requirement.

Please note:

- The roles of tutor/assessor, clinical supervisor and personal therapist must be carried out by separate people in order to avoid any dual relationships.

Candidates taking a break between years 1 and 2 of the programme:

CPCAB recognises that candidates may need to take a break in their training for health or personal reasons (bereavement, family/relationship issues, changing location etc). The maximum break permitted is one academic year.

As the Level 4 diploma is specifically funded as a two-year qualification, this option is **not** intended for candidates experiencing difficulties with the course. CPCAB recommend centres implement the following procedures for candidates who have successfully completed Year 1 and need to take a break:

- The programme coordinator/core tutor supplies details to CPCAB of the proposed break, using centre letter-headed paper, and a copy is given to the candidate.
- The centre retains a copy.
- The tutor to record the candidate's internal assessment on the Completion Statement (given at the end of the Candidate Learning Record in the Candidate Guide).

Centres still need to interview candidates wanting to resume their training, as well as obtaining references from previous tutors and taking into account the candidate's Year 1 internal assessment record (as given on the Completion Statement).

14. Tutor Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of each course delivery. Please click on this link to access the survey - Tutor feedback.

Qualifications that change lives cpcab

Appendix 1: TC-L4 Learning Outcomes, Assessment Criteria and Guidance for Tutors

TC-L4		
Unit 1	**Working ethically, safely and professionally as a counsellor**	
LEARNING OUTCOME:	1.1 Work within an ethical and legal framework	
Assessment criteria	**Candidate guidance to criteria** [17]	**Notes for tutors (guidance only)**
1.1.1 Work within an ethical framework for counselling	• Have a thorough knowledge of the BACP "Ethical Framework for the Counselling Professions" or another similar framework. Be able to explain what is meant by an ethical framework. Explore reasons for (and importance of) working within an ethical framework. • Ensure your relationships with clients are bounded by a professional framework. • Introduce clients, using appropriate language, to the existence of a framework. • Explore reasons for working within a framework for online & telephone counselling.	❖ Study in detail the BACP ethical framework (www.bacp.co.uk) or similar. ❖ Apply the ethical framework to agency practice. ❖ Use case scenarios to explore issues and dilemmas around maintaining an ethical framework. ❖ Explore ways of introducing an ethical framework to clients. ❖ Study in detail the BACP Online and phone therapy (OPT) competence framework, in particular Option 1: Core OPT training, or similar framework. ❖ Apply OPT framework to agency work **and counselling skills practice.** ❖ Assess via (for example) reference to (and record of) appropriate reading, supervision, feedback, seminars, observation and case study.
1.1.2 Demonstrate professional standards of conduct	• Discuss meaning of professional standards – including (for example) behaviour, dress, competence, confidentiality, communication with others, professional judgement, integrity, respect, record keeping. • Recognise responsibilities to clients, employers and the wider profession. • Explore expectations of conduct in your training group and in your agency. • Demonstrate professional standards in your own work. • Demonstrate effective communication through a variety of mediums; in writing, verbally and online.	❖ Refer to (for example) www.hpc-uk.org "Standards of conduct, performance and ethics" and BACP Online and phone therapy (OPT) competence framework or similar. ❖ Share and compare codes of conduct in different agencies. ❖ Support candidates to practice communicating with clients and colleagues through a variety of mediums; in writing, verbally and online. ❖ Create an activity which highlights the importance of managing your digital footprint when ensuring anonymity for counsellor and client. ❖ Facilitate an activity on contingency planning and encourage candidates to share examples of their own/agency contingency plans including technology failure in online / telephone counselling. ❖ Assess via (for example) case study, observation, feedback, learning review.

---

[17] Please be advised that candidates do not need to provide evidence to meet every **bullet point** under the candidate guidance section.

Qualifications that change lives cpcab

	Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
1.1.3	Be able to maintain confidentiality in counselling work	• Clarify the limits of confidentiality within your agency. • Explore issues around confidentiality in multidisciplinary teams. • Explore and record examples of difficult confidentiality issues. • Demonstrate the management of confidentiality issues in own client work.	❖ Compare limits of confidentiality in different counselling settings. ❖ Use role play scenarios to practice the handling of confidentiality dilemmas for in-person, online and telephone counselling. ❖ Encourage candidates to consider a) how to safely store client data b) how to protect client data against potential security breaches. ❖ Explore how to agree a contract that informs the client of confidentiality issues specific to the way of working, e.g., privacy issues for online / telephone counselling. ❖ Use group training supervision to discuss and explore these issues. ❖ Assess via (for example) case studies, learning review.
1.1.4	Comply with relevant legal requirements for counselling	• Study up-to-date legislation relevant to your professional practice, including Data Protection Act, The Children Act, The Mental Health Act, the Counter Terrorism and Security Act (Prevent duty), equal opportunities and anti-discriminatory laws and human rights – with reference to safe practice and legal responsibilities. • Apply legislation to your practice – for example data protection with regard to record keeping and note taking. Discuss limits of confidentiality and reasons for disclosure. • Develop understanding of the data protection legislation around use of online and digital technologies for working with clients and for storage of their data.	❖ Use case scenarios in skills practice sessions or group training supervision to explore the legal requirements in counselling work. ❖ Refer to and discuss the implications of the Prevent duty for counsellors. ❖ Support candidates to access information on data protection (UK GDPR (General Data Protection Regulation) and Data Protection Act 2018) requirements for storage of client data and use of online and digital technologies in counselling work. ❖ Assess via (for example) learning review, assignment, case presentations and case studies.
1.1.5	Explain the issues relating to the duty of care with regard to the legislation on safeguarding children, young people and vulnerable adults	• Investigate current legislation around risk to and safeguarding of children, young people and vulnerable adults, including the Prevent duty. • Demonstrate the application of this legislation to your own counselling work. • Ensure session arrangements and physical settings are safe, secure and appropriate.	❖ Explore the implications for counselling work. ❖ Explore the statutory guidance around risk to (and the protection of) children and vulnerable adults. Refer to the Children Act 2004 and to Home Office website https://www.gov.uk/government/organisations/disclosure-and-barring-service ❖ Assess via (for example) learning review, assignment, case presentations, case studies and supervision reports.
LEARNING OUTCOME:	1.2 Work within a counselling service organisation		
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**	
1.2.1	Work within the ethical, legal and procedural framework in which a given agency operates	• Look at and discuss (e.g. with your supervisor/placement manager) the ethical, legal and procedural framework of your agency. • To show your understanding in relation to the above issues, apply insights gained from supervision, seminars and counselling practice sessions. • Explain how you work within the policies and operational systems of your agency, e.g. use of agency IT system and technologies for online / telephone work, bookings diary, record keeping.	❖ Facilitate group members to share examples of the policies of their different agencies. ❖ Explore procedural issues (for example agency's specialist training, assessment and allocation of clients, workload management, number of clients per week, record keeping, use of technology to facilitate sessions. ❖ Assess via (for example) agency/supervisor's report, case study, assignment, seminars and counselling practice sessions.

Qualifications that change lives cpcab

	Candidate guidance to criteria	Notes for tutors (guidance only)
1.2.2 Use teamwork skills to work with others	• Discuss the meaning and role of teamwork skills. • Practise the use of these skills to work collaboratively with members of your training group, supervision group and agency personnel. • Explore (with peers in the training/personal development group, supervision and agency groups) how you relate and collaborate with others. • Demonstrate your ability to use teamwork skills.	❖ Team building 'games' and activities can be used to promote teamwork skills. ❖ Refer to Belbin's model of team roles. ❖ Encourage self and peer review. ❖ Use individual tutorials to feedback to candidates. ❖ Assess via (for example) learning review, feedback and observation, case study, agency report.
1.2.3 Use professional skills to work with others	• Discuss meaning of professional skills and when/where these would be needed in counselling work (for example: for effective communication, professional judgment, confidentiality, referrals). • Explore and develop understanding of how to manage 'out of session' communication and contact with clients - e.g. text, email, telephone, social media etc. • Demonstrate professional skills in counselling work.	❖ Facilitate a group session on the meaning of professional skills and how they impact on the working environment of both the training group and the candidate's agency. ❖ Discuss 'out of session' contact with client and explore risks and benefits of different kinds of communication. ❖ Assess via (for example) case study, assignment, supervision records.
1.2.4 Use client assessment to inform the counselling work	• Describe your agency's process for assessment. • Describe your agency processes for assessing clients' suitability for different forms of counselling, e.g. in-person, online or telephone counselling. • Explore how assessment informs the counselling work. • Develop understanding of how to conduct initial and ongoing client assessment within your agency. • With tutor support, conduct client assessment within skills practice sessions. • Research forms of client assessment and reflect on how these fit with your theoretical approach.	❖ Encourage candidates to research and understand the process of client assessment within their agency. ❖ Facilitate skills sessions where candidates practice using a range of client assessment tools/processes. ❖ Support candidates to consider how they use the outcomes of client initial and ongoing assessment to inform their counselling work. ❖ Assess via (for example) learning review, case study, tutor observation, case presentation.
LEARNING OUTCOME:	1.3 Use supervision to work within own limits of proficiency	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.3.1 Monitor limits of proficiency and fitness to practise	• Discuss meaning of limits of proficiency – i.e. only practising when and where you have the appropriate qualifications, training and experience. • Discuss meaning of fitness to practice – i.e. working only when you have the skills, knowledge, character and health (emotional and physical) to practise safely and effectively. • Use individual/group supervision to (a) explore client needs which are beyond your professional capability; and (b) to clarify how to manage referral situations.	❖ Highlight the role of supervision in ensuring safe practice. ❖ Facilitate group discussion using case scenarios and/or real life situations. ❖ Use group supervision of case presentations to identify referral options and enable candidates to recognise when they might not be 'fit to practice'. ❖ Support candidates to review their own digital skills and enable them to recognise where they might need additional training. ❖ Develop guidance and criteria for beginning safe online / telephone counselling. ❖ Assess via (for example) supervision records, case studies, case presentations.

1.3.2	Make suicidal risk assessments and work with emergency situations	• Identify what constitutes an emergency situation. • Explore your actual or potential reactions to suicidal clients. • Discuss strategies and tools for risk assessment and risk management in your agency compared with others in your training group. • Use supervision to clarify how to prepare for and manage suicidal and other emergency situations. • Demonstrate (in own client work) ability to manage suicidal risk assessments and emergency situations.	❖ Highlight the role of supervisor and agency manager in helping to assess and manage emergency situations. ❖ Explore this criterion in group training supervision, discussion/feedback on counselling practice sessions and in relation to the candidates' agencies. ❖ Provide examples of how risk can arise in online/telephone counselling. ❖ Set up role play activities for candidates to practice working with risk and emergency situations, e.g., a medical emergency during a session when a counsellor and their client are not in the same space together. ❖ Assess via (for example) learning review, case studies, supervision records.
1.3.3	Support referral where appropriate	• Work with agency team members and supervisor to identify when and where to refer clients. • Demonstrate how to work with clients to manage the referral process collaboratively. • Explore with your agency how the process of assessment may lead to appropriate referral onwards.	❖ Use group training supervision of case presentations to promote greater understanding of referral options. ❖ Support candidates through case discussions to consider how to appropriately manage a referral, taking into account their agency policy. ❖ Assess via (for example) case study, case presentation.
1.3.4	Monitor own effectiveness and identify issues that require personal work	• Understand the distinction between supervision and personal counselling, and the role of your supervisor and your counsellor. • Reflect on the relationship between your personal use of counselling and the effectiveness of your practice. • Record increased critical awareness of the impact of your personal issues on the counselling process.	❖ Explore this criterion in group-work, personal development workshops and group supervision of case presentations. ❖ Assess via (for example) tutorials/tutor observation, learning reviews.

TC-L4		
Unit 2	**Working within a counselling relationship**	
LEARNING OUTCOME:	2.1 Establish and sustain the boundaries of the counselling relationship	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.1.1 Explore the role of the counsellor in different settings and services	• Explore and discuss in relation to different agency settings with reference to (for example) funding, resources, policies, time-limited work and agency focus. • Discuss how counsellors might operate within multi-disciplinary teams. • Consider the practical and ethical impact of counselling in settings providing telephone or online counselling.	❖ Design role-play exercises to explore the role of the counsellor in different settings and services. ❖ Encourage candidates to compare different mediums of counselling (in-person, online / telephone, blended). ❖ Support candidates to research different agency policies for digital working. ❖ Assess via (for example) observation, learning reviews, peer, tutor feedback.
2.1.2 Establish the boundaries of the counselling relationship within specific agency settings	• Establish what you can and cannot offer a client within your particular agency context. • Include limits of confidentiality, legal requirements, harm to self/others, time/number of sessions, ethical framework and supervision. • Practise and discuss appropriate skills for establishing the boundaries with your client. • Show awareness of skills for agreeing both open-ended and time limited contracts.	❖ Explore in group supervision the particular constraints in the candidates' agencies. ❖ Discuss the advantages and limitations of different kinds of contracts. ❖ Assess via (for example) tutor observation of counselling practice sessions, case study, peer feedback, supervisor/agency reports.

Qualifications that change lives cpcab

2.1.3 Sustain the boundaries of the counsellor role	• Explore:
	  (a) how clients test boundaries.
	  (b) how counsellors can cross boundaries.
	  (c) the management of boundary changes.
	  (d) where power and authority lie in the relationship
	• Consider (for example) relationships, timekeeping, fees, gifts etc.
	• Use supervision to explore the meaning and implications of changes and challenges to boundary limits.
		❖ Discuss the different aspects of the boundaries of the counsellor role, together with examples of how they can be tested by the client.
		❖ Highlight implications of counsellors or clients crossing boundaries inappropriately.
		❖ Use role-play and real life situations to practise this criterion.
		❖ Assess via (for example) counselling practice sessions, case study, supervision of client work, assignment.

2.1.4 Manage breaks and endings appropriately	• Understand the impact of interruptions and breaks (e.g. holidays, illness, non-attendance of sessions) on the counselling relationship. • Use training group, supervision and personal therapy to discuss and record your own difficulties associated with endings. • Identify strategies and interventions to manage interruptions, breaks and endings. • Explore ending issues in supervision and demonstrate your ability to leave the client 'safe'. • Show understanding of ending issues in counselling work – e.g. ending a session or the therapy as a whole.	❖ Use candidate experiences to explore and discuss breaks, interruptions and endings. ❖ Explore in group supervision the parameters of interruptions and breaks in the counselling relationship – e.g. reopening issues at the end of a session that have already been dealt with during the session. ❖ Facilitate opportunities for candidates to share and compare their experiences of endings in in-person online and telephone counselling. ❖ Discuss the wide-ranging emotions experienced by clients and counsellors when ending the counselling relationship. ❖ Assess via (for example) case study/presentation, learning review, observation.
LEARNING OUTCOME:	2.2 Establish and develop the therapeutic relationship	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.2.1 Explain the nature and significance of the therapeutic relationship	• Discuss the importance of the relationship between counsellor and client within your core theoretical approach. • Explore how the relationship can enhance or hinder the therapeutic work.	❖ Explore types of therapeutic relationship and the significance in different theoretical models. ❖ Assess via (for example) assignment, case study, case presentation.
2.2.2 Establish and develop the therapeutic relationship	• Relate the way in which you establish the therapeutic relationship to your core theoretical approach. • Demonstrate in skills practice your ability to establish the therapeutic relationship with clients. • Demonstrate your ability to develop the therapeutic relationship. • Show that you are applying your understanding of the development of the counselling relationship.	❖ Use experiential exercises to enable candidates to practice establishing the therapeutic relationship. ❖ Use stop/start goldfish bowl activities to question candidates' understanding of how they are linking their core theory to the development of the therapeutic relationship. ❖ Facilitate opportunities for candidates to practise developing a therapeutic relationship in in-person, online and telephone mediums. ❖ Assess via (for example) observation, case studies and presentations, learning review.
2.2.3 Reflect on the nature and quality of the therapeutic relationship throughout the counselling work	• Discuss the nature and quality of your relationship with clients. • Link the progress of the relationship to your core theoretical model. • Explore (for example) subtle/unconscious influences on the therapeutic relationship, e.g. Client / Counsellor disinhibition when working via online/ telephone • Document changes in the relationship.	❖ Use group training supervision to explore the quality of relationships between client and counsellor and how these impact on the therapeutic work. ❖ Encourage candidates to consider the role of disinhibition in online / telephone counselling work, exploring how its impact can be managed. ❖ Assess via (for example) learning review, case study, case presentation, supervision records.

Qualifications that change lives cpcab

2.2.4	Use the therapeutic relationship to inform and enhance the therapeutic process	• Refer to your core theory so that you can understand how to purposefully use the therapeutic relationship to inform the therapeutic process. • Provide examples of where you have intentionally used the therapeutic relationship to enhance the therapeutic process.	❖ Use group training supervision to explore how candidates use the therapeutic relationship as part of the therapeutic process. ❖ Provide time to integrate theory and skills. ❖ Assess via (for example) case study, group training supervision, observation.
2.2.5	Recognise and respond to difficulties and conflicts in the therapeutic relationship	• Identify and consider the range of difficulties and conflicts that can arise in the counselling relationship. • Develop strategies and interventions to deal with specific difficulties – e.g. late attending, bringing children to sessions, avoiding difficult topics, inappropriate emotions (client's and counsellor's), sexual transference, non-payment and disinhibition. • Respond appropriately using a range of strategies and interventions.	❖ Facilitate – through small group discussion and/or sharing in the whole group – awareness of a range of potential difficulties, uncertainties, challenges, conflicts and the unknown within the counselling relationship. ❖ Provide opportunities for candidates to practise managing some of the difficulties discussed. ❖ Assess through (for example) supervision records, case studies/presentations, observation, group training supervision.

TC-L4	
Unit 3	**Working with client diversity in counselling work**
LEARNING OUTCOME:	3.1 Understand and work with diversity	

Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
3.1.1 Explore diversity issues between self and client during the counselling relationship	• Discuss the relationship between developing empathy and understanding client diversity. • Reflect on diversity issues which impact on the relationship between you and individual clients. • Demonstrate how you have addressed issues of diversity between yourself and clients during the counselling work.	❖ Provide opportunities to experiment with responses to diversity – e.g. show a film such as 'Precious,' 'Daniel Blake,' 'Moonlight' or 'Crash' and invite candidates to role play being a main character. Discuss their experiences. ❖ Use group training supervision/discussion to explore diversity issues between candidates and their clients in in-person, online or telephone counselling. ❖ Assess via (for example) learning review, case studies, supervision records and counselling practice sessions.
3.1.2 Evaluate how an understanding of diversity can enhance empathy	• Identify and explore diversity issues between yourself and others (e.g. between yourself and your tutor/ supervisor/other group members). • Reflect on your own responses/reactions to others –e.g. group members, clients etc. • Explore how a deeper understanding of diversity can enhance empathy.	❖ Use personal development groups to explore diversity issues between candidates in the group. ❖ Use goldfish bowl activities to identify empathic resonance. ❖ Assess via (for example) learning review, case studies and feedback on counselling practice sessions.
3.1.3 Demonstrate sensitivity to diversity issues with individual clients	• Identify key diversity issues that you have encountered with clients or peers – and explore your responses to these. • Discuss how diversity issues may help or hinder counselling work. • Demonstrate developing sensitivity to diversity with a range of clients and specific client groups.	❖ Discuss the use of supervision to develop understanding of diversity. ❖ Use group training supervision to explore candidates' experience. ❖ Use role play so that candidates can practise working sensitively with client diversity. ❖ Assess via (for example) learning review, case studies or assignment.

Qualifications that change lives **cpcab**

LEARNING OUTCOME:	3.2 Challenge own issues, fears and prejudices	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
3.2.1 Explore and challenge own beliefs and values	• Reflect on your experiences of identifying types of people/issues that you find very difficult to understand and/or accept. • Explore your own beliefs, where these come from and how valid they still are.	❖ Design activities so that candidates are encouraged to explore the roots of their own values and opinions, and to challenge their long held beliefs. ❖ Suggested activity: invite candidates to imagine/act out being someone they find it difficult to understand or accept. ❖ Assess via (for example) learning review or assignment.
3.2.2 Explore and challenge own issues, fears and prejudices concerning working with client diversity	• Recognise and reflect on types of people and issues that touch your prejudices and fears. • Reflect on the reasons for your responses. • Challenge your own blocks and prejudices in work with individual clients.	❖ Discuss the impact of candidates' issues, fears and prejudices on their client work. ❖ Assess via (for example) learning review, skills feedback, case studies.
LEARNING OUTCOME:	3.3 Understand how diversity issues affect client access to counselling	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
3.3.1 Reflect on diversity issues which impact on clients accessing counselling within agency settings	• Identify a range of issues which may prevent clients accessing in-person and online / telephone counselling – e.g., stairs, finance, waiting lists, language, culture, access to technology, safe spaces and digital skills etc. • Consider impact of local and national policy on mental health service provision. • Consider what might help to widen access to counselling in your agency. •	❖ Use group discussion to identify blocks to accessing counselling in agencies. ❖ Explore the ways in which digital literacy and a digital mindset can impact access to counselling for clients. ❖ Discuss role of politics and policy in provision of mental health services. ❖ Discuss methods of widening access to agency services considering the medium of counselling provided. ❖ Assess via (for example) learning review or assignment.
3.3.2 Reflect on issues relating to working with a third party present	• Identify occasions when working with another presence in the room would be appropriate (e.g. translator, signer, carer, dog). • Consider the impact of clients engaging in online / telephone counselling from their own spaces where other people may be present. • Explore the difficulties that could be present in these circumstances.	❖ Discuss the reasons why a third party might be needed in the client/counsellor relationship. ❖ Set up role play activities for candidates to practise working with an appropriate third party. ❖ Set up role play activities for candidates to practise managing the presence of an unexpected third party. ❖ Assess via (for example) learning review or assignment.

TC-L4	
Unit 4	**Working within a user-centred approach to counselling**
LEARNING OUTCOME:	4.1 Work within a user-centred agreement for the counselling work

Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
4.1.1 Enable clients to explore their attitudes to and expectations of counselling within specific agency settings	• Explore how to give your client the opportunity to discuss their understanding of counselling and what they require from it. • Gain an understanding of clients' expectations and preferences for counselling at the outset of the work. • Identify what you can offer within the limitations of your agency. • Practise (in class and in your agency) exploring and clarifying client expectations.	❖ Design role play exercises for candidates to practise exploring what the client is expecting and wanting in relation to what is on offer in different agency settings. ❖ Support candidates to understand the suitability of different modes of counselling for different clients. ❖ Enable candidates to be clear about what is wanted and what is being offered. ❖ Support candidates to identify a client's expectations and preferences for counselling at the outset e.g. using the C-NIP www.c-nip.net ❖ Assess via (for example) observation of practice sessions, feedback.
4.1.2 Negotiate a shared agreement for the counselling work	• Reflect on what 'negotiate' and 'shared agreement' for the counselling work means. • Understand the difference between business contract/agency policies (etc.) and a therapeutic agreement for the counselling work. • Demonstrate your ability to negotiate a shared agreement for the counselling work with individual clients. • Use information from initial client assessment to inform the shared agreement.	❖ Explore how to agree a contract that is based on the client's needs, but which also takes account of the mode of counselling being offered, agency policies, resources and provision. ❖ Discuss the word 'negotiate and the importance of involving the client. ❖ Design skills exercises to practise negotiating a shared agreement. ❖ Encourage candidates to consider how to use initial and ongoing assessment to inform the shared agreement. ❖ Assess via (for example) counselling practice, case studies/presentations and supervision reports.
4.1.3 Regularly review the working agreement with clients	• Discuss in your training group the reasons for regularly reviewing the working agreement with your client. • Demonstrate an understanding of the changing needs of your clients and show your ability to be flexible and responsive to their needs. • Acknowledge changes that have occurred for the client - e.g. emotional, practical, relational, behavioural, spiritual. • Ensure client participation when reviewing and renegotiating the working agreement.	❖ Discuss good practice in regularly reviewing the agreement. ❖ Use group training supervision to explore when and how to review the working agreement. e.g. for emerging mental health issues etc. ❖ Facilitate skills exercises to practice reviewing the working agreement to take account of a client's changing needs, including changes to the mode of counselling being provided. ❖ Assess via (for example) skills feedback, case studies, case presentations.
4.1.4 Reflect on the different ways of offering counselling	• Gain an understanding of the range of ways in which counselling can be offered, e.g. in-person, online, telephone, text, blended work. • Research and consider the benefits and challenges of counselling using different media. • Practice using a range of mediums through facilitated skills practice sessions in class. • Reflect on the ways in which counselling is offered within your agency.	❖ Support candidates to research different ways in which counselling can be offered, e.g. in-person, online, telephone, text, blended work. ❖ Facilitate practice sessions in class where candidates experience different mediums in role play scenarios. ❖ Discuss the benefits and challenges of counselling in different ways. ❖ Assess via (for example) tutor and peer observation, learning reviews, case study, case presentations.

Qualifications that change lives cpcab

LEARNING OUTCOME	4.2 Maintain a user-centred focus throughout the counselling work	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
4.2.1 Enable the client to identify, prioritise and focus on their agenda	• Identify and explore your client's spoken and unspoken agenda, both within the session and during the counselling process. • Explore the ways in which both counsellors and clients may try to avoid painful agendas.	❖ Design skills exercises to help candidates practise this criterion. Example exercise: working in pairs, candidates identify both spoken and unspoken agendas of peers with regard to doing this training. ❖ Assess via (for example) observation, feedback, case presentations, case study.
4.2.2 Use regular reviews and clinical supervision to maintain the focus on the client's agenda throughout the counselling work	• Record and develop good practice of regular reviews and use of supervision to help maintain the focus on your client's agenda (both spoken and unspoken) throughout the relationship.	❖ Provide examples of how clients and counsellors can move or blur the focus of the counselling work. ❖ Discuss, during group supervision, how to maintain focus on the client's agenda (both spoken and unspoken) throughout the counselling work. ❖ Assess via (for example) case study, supervision, client records and learning review.
4.2.3 Enable clients to explore their unspoken agendas	• Explore (in the training group or elsewhere) your own experiences of feeling a sense of emotional warmth and safety with another person. • Develop your capacity (both as a person and a professional) to relate appropriately to your client –i.e. with congruence, emotional warmth and safety. • Develop an openness to listen to your client's unspoken agenda. • Develop your ability to stay with your client's difficult feelings. • Experiment (in group-work and counselling practice sessions) with different ways of communicating emotional warmth and safety.	❖ Explore what candidates need to feel, within the group, in order to share uncomfortable thoughts and feelings with their peers. ❖ Enable candidates (in group-work) to experiment by listening to what their peers are not saying and by communicating an openness to listen to those unspoken messages. ❖ Discuss (a) the nature of emotional warmth and safety; and (b) ways in which candidates may communicate this to clients. ❖ Assess via (for example) case studies, feedback on counselling practice and the learning review.

TC-L4	
Unit 5	**Working with self-awareness in the counselling process**
LEARNING OUTCOME:	5.1 Use counselling theory to understand own self
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
5.1.1 Explore the nature and structure of own self	• Refer to your core theoretical model(s) to explore the concept of 'Self'. • Refer to your core theoretical model(s) to explore the explicit and implicit aspects of own 'Self'. • Develop your personal understanding through your own therapeutic counselling/personal development workshops/group process work.	❖ Explore in experiential exercises: (a) Theories of the structure of the self (e.g. if using TA, explore Parent/Adult/Child; if using Person Centred, explore the 'organismic self', 'self-concept', configurations of self). b) Discuss explicit and implicit aspects of the self. ❖ Ensure the core theoretical approach is evident in the self-development or process group. ❖ Foster deeper understanding of the concepts through group work and group process. ❖ Assess via (for example) learning reviews and essays/assignments.

Qualifications that change lives   cpcab

5.1.2 Explore own recent and formative personal history	• Use your core theoretical approach to inform your understanding of your own past and recent personal history. • Develop your understanding through personal therapeutic counselling and personal development workshops.	❖ Explore (in experiential exercises) theories of personal history/development that are in line with the core theoretical approach. ❖ Examine development issues relevant to the core approach and their impact on the candidate's adult self. ❖ Assess via (for example) assignment and the learning review.
5.1.3 Explore own patterns of relating	• With reference to your core theoretical approach explore your own explicit and implicit patterns of relating. • Show your increased understanding of personal patterns of relating – e.g. by reflecting on your personal counselling, personal development sessions and your relationships within the training group.	❖ Discuss and explore theoretical concepts (from the core approach being studied) which inform understanding of patterns of relating – both explicit and implicit. ❖ Use opportunities presented by group work/personal development activities to raise awareness of individual candidate's patterns of relating. ❖ Address relevant issues in individual tutorials. ❖ Assess via (for example) learning review, tutorials, assignment.
LEARNING OUTCOME:	**5.2 Work on personal issues that resonate with client work**	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
5.2.1 Work on own emotional difficulties and internal conflicts that could impact on client work	• Identify – e.g. by supervision or therapeutic counselling – personal emotional difficulties and internal conflicts that could have an impact on your client work either negatively or positively. • Reflect on insights and changes which emerge from personal therapeutic counselling and personal development workshops – and show awareness of the relevance of these issues to own client work.	❖ Discuss how to identify and work on emotional difficulties and conflicts through personal development, counselling and psychotherapy. ❖ Enable candidates to identify (in supervision/group work) relevant personal issues and to explore them in personal development workshops and their own therapeutic counselling. ❖ Assess via (for example) group supervision, tutorials, learning review.
5.2.2 Work on own recent and past life events that could impact on client work	• Identify formative personal life events that could have an impact on your client work either negatively or positively. • Use supervision/personal therapeutic counselling to reflect on and understand how these events resonate with client work. • Show how increased understanding of own recent and past life events is relevant to own client work.	❖ Enable candidates to identify (in group supervision/group work) relevant personal issues and to explore them in personal development workshops and own therapeutic counselling. ❖ Enable candidates to recognise the impact of own issues on their client work. ❖ Assess via (for example) group supervision, tutorials, learning review.
5.2.3 Work on own relationship difficulties that could impact on client work	• Use personal therapeutic counselling and supervision to help identify personal relationship difficulties that resonate with client work. • Identify explicit and implicit relationship difficulties and document how they could impact on your client work. • Show how increased understanding of your own relationship difficulties is relevant to own client work.	❖ Discuss how to identify and work on (explicit and implicit) relationship difficulties. ❖ Enable candidates to identify relevant personal relationship and to explore them in personal development workshops and their own therapeutic counselling. ❖ Assess via (for example) group supervision, tutorials, learning review.

Qualifications that change lives cpcab

LEARNING OUTCOME:	5.3 Use self-awareness to enhance counselling work	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
5.3.1 Reflect on the importance of self-awareness in counselling work	• Reflect on role of 'therapist factors' and therapist's self-awareness in client work. • Evaluate own capacity to challenge and deepen understanding of own self. • Reflect on and give examples of how clients evoke 'shadow' aspects of self.	❖ Discuss the importance of self-awareness in counselling work. ❖ Use group process to challenge and invite greater self-awareness among candidates. ❖ Discuss ways in which online / telephone work presents particular challenges to our wellbeing and encourage candidates to explore ways to maintain self-care. ❖ Encourage candidates to reflect on their own experience of the disinhibition effect in their learning review. ❖ Apply learning to client work in group supervision. ❖ Refer to Mick Cooper's *'Essential Research Findings in Counselling and Psychotherapy'*: ISBN 9-781847-870438. ❖ Assess via (for example) observation, group supervision, learning review, case studies.
5.3.2 Use awareness of self during counselling sessions to enhance the therapeutic process	• Identify examples of the use of self-awareness in your client-work. • Explore examples of when you enhanced the therapeutic process by intentionally applying awareness of self. • Use individual and group training supervision to reflect on your use of self-awareness.	❖ Discuss ways in which the counsellor can be a help or a hindrance in the therapeutic process. ❖ Provide group training supervision opportunities to explore use of self-awareness. ❖ Assess via (for example) observation, group supervision, case presentation/case study.
5.3.3 Use clinical supervision to develop awareness of own implicit processes	• Develop understanding of implicit processes within the training group by discussion in group training supervision. • Use own supervision to explore own implicit processes evoked by client-work.	❖ Discuss how supervision can be used to raise personal awareness of implicit (hidden) processes in counselling work. ❖ Help candidates to develop understanding of implicit processes within client-work. ❖ Assess via (for example) observation, group supervision, case presentation/case study.

TC-L4	
Unit 6	**Working within a coherent framework of counselling theory and skills**
LEARNING OUTCOME:	6.1 Use a coherent framework of theory and skills to inform and enhance counselling work

Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
6.1.1 Use theory of the self, personal history and relationships in client work	• Explore philosophical ideas about the nature of human behaviour and change. • Study theories of self, personal history and relationships as explained by your core theoretical model. • Understand how a thorough understanding of your model can inform your work with clients. • Demonstrate how this understanding of self, personal history and relationships has informed work with individual clients.	❖ Introduce and discuss philosophical ideas about the nature of human behaviour and change. ❖ Discuss the importance of having a thorough understanding of self, personal history and relationships grounded in a core model. ❖ Explore theoretical concepts of human behaviour and change which inform understanding of self, personal history and patterns of relating within a coherent framework. ❖ Provide exercises to ensure candidates are reading about and understanding their core approach and its application to their client work. ❖ Assess via (for example) assignments, case studies, case presentations, group supervision and the learning review.

Qualifications that change lives cpcab

6.1.2 Use theory of therapeutic change to inform client work	• Understand (within your core theoretical model) what therapeutic change means. • Apply your understanding of therapeutic change to inform and enhance the effectiveness of your client work. • Demonstrate how this understanding of therapeutic change has informed work with individual clients.	❖ Discuss and model the centre's theoretical approach to counselling and the therapeutic process. ❖ Use in group supervision of case presentations to explore application of theory to therapeutic change. ❖ Assess via (for example) assignments, case studies, group training supervision.
6.1.3 Use research findings to enhance understanding of client work	• Read contemporary research findings associated with your core theoretical approach and consider the application of these to your client work. • Document your reading, seminars, supervision and reflections on client work.	❖ Discuss the importance of being aware of contemporary research and its application to client work. ❖ Discuss appropriate sources of research. ❖ Recommended resources: *'Essential Research Findings in Counselling and Psychotherapy'* by Mick Cooper: ISBN 978-1-84787-043-8. ❖ Look at and explore outcomes of research in relation to particular client issues. ❖ Assess via (for example) learning review, assignment.
6.1.4 Use counselling skills and techniques associated with own theoretical approach	• Study and practise skills and techniques associated with your theoretical model. • Ensure that you are thoroughly grounded in your core model(s) and can apply the relevant techniques and skills to further enhance your client work. • Practise and get feedback on your use of skills in counselling practice sessions. • Demonstrate appropriate skills and techniques in work with individual clients.	❖ Enable candidates to learn and practise a range of counselling skills, techniques and interventions specific to the centre's theoretical model. ❖ Discuss the importance of coherence between theory and skills. ❖ Challenge candidates to explain their use of techniques, skills and interventions for in-person and online / telephone counselling work. ❖ Assess via (for example) skills practice sessions, case presentations and supervision.
LEARNING OUTCOME:	6.2 Understand and work with client problems at different service levels	
Assessment criteria	**GUIDANCE TO CRITERIA:**	**Notes for tutors (guidance only)**
6.2.1 Understand and work with common life problems and obstacles to well-being	• Study and discuss the CPCAB model of helping work and counselling practice. • Explore a range of common life events/transitions: i.e. events which happen to people such as loss and bereavement, relationship breakdowns, traumas, life stage changes. • Discuss obstacles to mental and emotional well-being. • Explore how your core model conceptualises common life problems and obstacles to well-being. • Demonstrate ability to work (with individual clients) with common life problems and obstacles to well-being.	❖ Explore (through exercises and group-work) candidates' personal experiences of common life events. ❖ Facilitate – within the framework of the centre's core model – understanding of common life problems (events and transitions) and obstacles to well-being. ❖ Practise this criterion in supervision and counselling skills sessions. ❖ Assess via (for example) skills practice sessions, case presentations and supervision.
6.2.2 Understand and work with common mental health problems	• Understand what is meant by common mental health problems. • Distinguish between CPCAB Service Level A and B1 issues (see *CPCAB model of helping work and counselling practice* on the CPCAB website). • Explore how your core model conceptualises common mental health problems. • Demonstrate understanding of client assessment within your core model. • Understand the role of resilience and its link with mental well-being. • Demonstrate ability to work with clients with mental health issues at Service Level B1.	❖ Explore (through exercises and group-work) personal experiences of common mental health problems. ❖ Facilitate – within the framework of the centre's core model – understanding of common mental health problems. ❖ Facilitate discussion on different approaches to client assessment. ❖ Explore the meaning of low resilience and how it might contribute to the risk of client mental health problems. ❖ Practise application of this criterion in supervision and client work. ❖ Assess via (for example) skills practice sessions, case presentations and supervision.

Qualifications that change lives **cpcab**

6.2.3	Use clinical supervision to identify clients with severe mental health problems and support the referral process	• Become familiar with signs and symptoms of severe and complex mental health problems. • Show an awareness of how your core model conceptualises severe mental health problems. • Clarify with your supervisor how to utilise clinical supervision to identify and refer clients requiring this level of help and support. • Demonstrate how you have used supervision to support you in this process.	❖ Introduce and discuss severe and complex mental health problems – link this to limits of competence (see criterion 1.3.1). ❖ Explore the use of supervision to identify and refer clients requiring this level of help and support. ❖ Explore the practise of this criterion through supervision. ❖ Assess via (for example) observation, group supervision, case studies.
6.2.4	Reflect on different approaches to understanding mental health	• Distinguish between the different approaches to understanding mental health – e.g. consider the medical model versus your core theoretical approach. • Have an understanding of the medical and non-medical approaches to mental health problems. • Explore the impact of medical interventions for mental health upon the therapeutic process.	❖ Debate different approaches to understanding mental health. ❖ Provide time to discuss specific client problems, their possible causes and treatment. ❖ Assess via (for example) observation, group supervision, case studies. ❖ Recommended reading: '*Power, Threat, Meaning Framework*' by the British Psychological Society, January 2018.

TC-L4	
Unit 7	**Working self reflectively as a counsellor**
LEARNING OUTCOME:	7.1 Manage own development as a counsellor

Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
7.1.1 Evaluate own progress, identify needs and plan learning	• Reflect on your own progress on the course and your personal and professional development. • Identify areas to work on. • Regularly document your progress and plan how to address your learning needs. • Use self-reviews, learning review, tutorial reports and peer feedback to evaluate your progress.	❖ Discuss good practice in identifying personal progress and learning needs. ❖ Encourage candidates to reflect on their own competencies in different counselling mediums – in-person, online or telephone. ❖ Provide opportunities for candidates to review their progress. ❖ Assess via (for example) self-review, learning review, tutorials.
7.1.2 Assist other counselling trainees to identify their progress and learning needs	• Establish how to give constructive feedback to others. • Reflect on any difficulties you have in giving feedback to others. • Use feedback skills to help your peers to identify their progress and learning needs.	❖ Discuss good practice in providing feedback to peers. ❖ Facilitate exploration of candidates' strengths and weaknesses in giving good feedback. ❖ Provide opportunities for candidates to give feedback to each other. ❖ Assess via (for example) observation, feedback sheets, self-review.

Qualifications that change lives cpcab

LEARNING OUTCOME:	7.2 Reflect on and evaluate own counselling work within agency settings	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
7.2.1 Reflect on and evaluate the effectiveness of own counselling work in agency settings	• Reflect on the importance of evaluating own counselling work. • Discuss ways of evaluating the effectiveness of your counselling practice. • Understand how to use supervision and agency practice manager to evaluate your own counselling work. • Utilise therapeutic outcomes measures and client feedback to help evaluate your counselling work.	❖ Discuss examples of good practice in reviewing and evaluating the effectiveness of counselling work. ❖ Encourage candidates to regularly reflect on and evaluate their own counselling work. ❖ Assess via (for example) case studies and presentations, learning review, self-review.
7.2.2 Prepare for and use clinical supervision effectively	• Identify what you require from supervision. • Prepare client notes (in keeping with your agency's policy) to make effective use of supervision. • Demonstrate how you have used supervision to enhance client work. • Explore a range of theoretical models of supervision. • Discuss how you will meet the requirements for supervision from your ethical framework.	❖ Discuss how to use supervision effectively (for the benefit of both counsellor and client).Support candidates to explore the benefits of both individual and group supervision. ❖ Explore the benefits of working with a supervisor who is experienced in using the same medium as the counselling practice. ❖ Provide opportunity for candidates to practise this criterion before and during group training supervision. ❖ Assess via (for example) group supervision, supervisor report, case study/case presentation.
7.2.3 Investigate the use of evaluative tools in counselling work	• Research tools for monitoring client outcomes – e.g. Clinical Outcomes for Routine Evaluation: www.coreims.co.uk. • Discuss the reasons for (and value of) evaluative tools – e.g. funding implications. • Provide and comment on an example (from your own agency if possible) of a tool designed for monitoring client outcomes.	❖ Discuss the nature and use of tools for evaluating client outcomes: e.g. Clinical Outcomes for Routine Evaluation www.coreims.co.uk. ❖ Compare tools used in different candidates' agencies. ❖ Assess via (for example) case studies/case presentations and assignment.

Qualifications that change lives   cpcab

Appendix 2: Example Completion Statement for TC-L4

Unit	Completion statement for Candidate Learning Record Level 4 Diploma in Therapeutic Counselling (TC-L4)	Contra-indications present Y/N	Tutor signature if unit has been achieved
1	Working ethically, safely and professionally as a counsellor		
2	Working within a counselling relationship		
3	Working with client diversity in counselling work		
4	Working with a user-centred approach to counselling		
5	Working with self-awareness in the counselling process		
6	Working within a coherent framework of counselling theory and skills		
7	Working self-reflectively as a counsellor		

To be completed by core tutor:

Where the learning outcome has <u>not</u> been achieved please:

(a) state clearly which learning outcome this relates to.
(b) give specific and relevant reasons why the learning outcome has not been achieved.
(c) record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications *Please continue overleaf or on a separate sheet if more space is required*	Proposed course of action

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: .... Candidate signature: .... Date: ....

I declare that this Completion Statement is a true record of the candidate's achievement: ☐
I declare that this candidate has achieved all the above qualification requirements for TC-L4: ☐

Tutor name: .... Tutor signature: .... Date: ....

Qualifications that change lives cpcab

Appendix 3: Criteria Assessment Sheet (CAS)

Candidate: ....

Group: …………………………………………..…………………..

Qualification: ………………………………………………

Coursework: ………………………………………………….

| **Candidates:** | In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment. |
| **Assessors:** | Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved). |

For completion by the candidate: Candidate reference to coursework			For completion by the tutor: Tutor assessment	
Unit (TC-L4 only)	Criteria number	Page number	*YES/NO*	Tutor feedback

General comments:

Tutor name: Date:

Qualifications that change lives cpcab