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The only awarding body  
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*for counsellors*

2024 - 2025

## Candidate Guide

# Level 4 Diploma in Therapeutic Counselling (TC-L4)

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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

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Please note:

This document, along with candidate support materials, can be downloaded from the [CPCAB Website](#). These provide you with the information needed to enable you to maximise your learning on this course and to complete the qualification successfully. If you need help with the accessibility of this document, please email [contact@cpcab.co.uk](mailto:contact@cpcab.co.uk) with your request.

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# 1. Introduction for Candidates

You are undertaking a course that leads to a nationally regulated qualification awarded by the Counselling and Psychotherapy Central Awarding Body (CPCAB) – the only nationally regulated awarding body to specialise in the field of counselling and supervision.

This two-year part-time qualification gives you 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 you with a service framework that includes both a line manager and clinical supervision. Successful completion of this course means that you 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) you may progress to independent practice.

## Tip:

This course is primarily designed to train you to work within an agency’s service framework, but you can progress to independent practice after a period of experience and/or further training.

# 2. Qualification Structure

This 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:

Think of the assessment criteria as learning tasks which you complete and then record so that your tutor can see you have achieved the task.

To achieve the qualification, you **MUST** be internally assessed by your tutor as **Proficient** in all 7 units.

This qualification is eligible for fully in-person, or blended delivery<sup>1</sup>. 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.

## Tip:

Remember you can gain a great deal from the course without necessarily gaining the qualification. The journey is as important as the destination.

<sup>1</sup> If you are studying at a centre offering the BACP Approved Practitioner Qualification (APQ) you will receive a blended delivery.

## 3. Internal Assessment

Art students keep a portfolio of their coursework which they use to show other people what they, as artists, have learnt. In a similar way you need to keep a portfolio of your coursework, which you can use to show your tutor what you have learnt. Keeping a portfolio of your coursework will not only provide your tutor with evidence of your learning, but also really help you with the learning process itself.

You also need to complete your Candidate Learning Record (CLR), which should be placed at the front of your portfolio to signpost the evidence for each assessment criterion. The CLR has brief notes beside each assessment criterion to help you understand what is being asked for and guidelines on how to record your learning.

You must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to **all three** of the following types of coursework for **each** of the 7 units:

- **Documents** – You must include learning reviews, 2 self-reviews (see section below on the tutor-assessed self-reviews), 2 case studies with real clients and 2 case presentations<sup>2</sup>, 2 assignments (e.g. an essay), a client record (minimum of 100 hours one-to-one counselling with at least 5 different clients<sup>3</sup>), a clinical supervision record<sup>4</sup> and a personal counselling record (minimum of 10 hours by the end of the course). You might also include, for example, self-review of audio/video recordings (including verbatim transcripts), tutorial records (when written by you) and notes on your personal development.<sup>5</sup>
- **Tutor observation** – You must include records of tutor feedback on your counselling practice sessions – they must refer to at least 4 examples of being observed by your tutor and 2 of these must be via audio or video recording.<sup>6</sup> You might also include tutorial records (when written by your tutor), and tutor feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision).
- **Testimony** – You must include records of peer feedback on your counselling practice sessions, at least one supervisor report and at least one agency report. You might also include, for example, peer feedback on case presentations and group discussions (including contributions to 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.
  - See the CPCAB film on How to build a student portfolio.

<sup>2</sup> The case studies and case presentations can be linked.

<sup>3</sup> Cancellations and non-attends do not count towards this total.

<sup>4</sup> See under 'Counselling Supervision' in [section 6](#) of this document.

<sup>5</sup> Your personal development may result from insights gained from the course, other personal development work, tutorials or personal counselling.

<sup>6</sup> In the case of the audio or video recording, the tutor may choose to listen to (or watch) the recording rather than observe you directly.

**Tip:**

It is a good idea to outline possible sections in your portfolio, for example:

- Document: learning reviews
- Document: self-reviews
- Tutor observation: tutor feedbacks on counselling practice
- Testimony: peer feedbacks on counselling practice
- Testimony: reports from supervisors

An example reference in your CLR might read: *Learning review p 21, para 3, lines 3-6 (document)*  
*Skills feedback Sheet No. 6, line 29 (testimony)*

CPCAB recommends that you attach Criteria Assessment Sheet (CAS) to any work you hand in to your tutor for assessment. Your tutors can use the CAS to tell you which criteria you have met and to give you helpful feedback throughout the course. In this way you can gradually collect evidence as you go along and keep track of what evidence you still need to look out for.

**Self-review 1 & 2**

During year 1 we recommend tutors encourage candidates to complete self-review 1 to explore your learning goals, needs, and progress so far. This is a good opportunity to consider your development and share this with your tutor. A template document is available on the CPCAB website.

Towards the end of year 2 of your course your tutor will support you to complete self-review 2. This is a more detailed exploration of your learning and personal and professional growth. A template document is available on the CPCAB website ([TC-L4 Candidate Self Review 1](#) / [TC-L4 Candidate Self Review 2](#)). This will allow you to reflect on what you have learnt, show evaluation of your counselling practice, and identify areas of strength and areas for development. Your tutor will assess your self-review and provide you with feedback on how you are progressing towards competence in all 7 units. If you need to undertake any specific activities to address areas for development your tutor's feedback will explain how to do so.

**Tip:**

Meeting criteria is important, but the experience of learning to be a counsellor should be much richer than criteria. Try to keep a balance.

After you have completed your portfolio your tutors will look at the evidence you have referenced in your Candidate Learning Record (CLR) and assess whether or not you have completed the assessment criteria, achieved the learning outcomes and met all the other qualification requirements. They may well

decide that you are not yet Proficient – and will identify what you still need to complete/achieve and how you might work towards doing this.

- Your tutors will give you further guidance on developing your portfolio, the three types of coursework and filling in the Candidate Learning Record (CLR).

The final assessment of your work is recorded on the Completion Statement at the end of your Candidate Learning Record.

**Tip:**

It is important to realise that simply presenting evidence to meet criteria may not be sufficient to meet the overall learning outcomes and/or the qualification requirements. Your tutor may have observed substantive evidence which indicates that a specific assessment criterion or learning outcome has not been met despite evidence you have submitted. If that is the case, they may record a final result of Not Proficient on the basis of contraindications.

Please note that all the work you include in your portfolio is *assessable material*, so it may be seen not just by your tutors but also by all those involved in your training centre's 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.

## 4. 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 effective candidate support system in place and to make appropriate arrangements to meet individual assessment needs. You can ensure that your own learning and assessment needs are being met by discussing your own needs/difficulties with your tutors, who can ensure that you receive the appropriate support at your centre. Please talk to your centre prior to your enrolment and about any additional support that you may need regarding learning and assessment.

Please see CPCAB's [Reasonable Adjustment Guidance for Centres](#).

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.

See [CPCAB's Equal Opportunities Policy](#).

## 5. 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 and Whistleblowing on the [CPCAB website](#).

All CPCAB approved centres are required to have a complaints and appeals procedure which is available to candidates. Candidates must address all appeals about internal assessment or complaints about 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.

## 6. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes, you need to meet the following additional course requirements:

### Client work

You are required to complete 100 hours minimum of one-to-one, formally contracted 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<sup>7</sup> and a minimum of 51% must be in-person counselling hours. Work with your centre to ensure you only undertake work in a format where you are well prepared, competent and appropriately supported. You should maintain records of the type of session in your client log.

This workplace experience placement must be approved by the centre and offer you the opportunity to meet the qualification specifications. You need to keep a log of your client work. Your agency is required to complete a report on your work. You must have secured an appropriate placement in order to progress to Year 2 of the diploma.

Please see: [TC-L4 Guidance to Workplace Experience](#) for more information.

### Counselling supervision

You are required to have clinical supervision for all your client work. Supervision is normally provided by the agency you work in. CPCAB strongly recommends that the agency provide sufficient and appropriate

<sup>7</sup> If you are studying a BACP APQ qualification you will be expected to engage in a blended placement.

counselling supervision from a suitably qualified counselling supervisor who is experienced in the same way of working (in-person, online or telephone).

Placement hours should be appropriately supervised and approved by your tutor. You should aim to meet the supervision ratio requirements of your chosen professional membership association/ethical framework. This varies depending on the amount of client work undertaken and you should seek guidance from your professional membership association, placement agency and centre 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 of 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.

Clinical supervision is not a 'line management' role and should **not** be with a line manager. Where any ambiguity exists, it is important that boundaries are clarified at the outset and that all parties are clear on how these boundaries will be managed. If your agency does not provide supervision you will need to ensure that your supervision arrangements are approved by your tutors. You need to keep a log of your supervision hours. Your supervisor is required to complete at least one report on your work.

### **Group training supervision**

You are required to take part in group training supervision as part of your course. This is not a substitute for external counselling supervision. You will be expected to present your 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 your client work. The emphasis here is on integrating your learning, not on the client work outcome.

### **Personal therapy for trainees**

You are required to undertake face to face personal therapy as part of your training. While CPCAB requires a minimum of 10 hours, centres can require trainees to undertake more than 10 hours of personal therapy, particularly if this is congruent with the theoretical approach of the course. This will be made clear to you at the start of the course. However, you will be encouraged to take responsibility for your own well-being and development, which may mean staying in therapy longer than the mandatory requirement. You need to keep a record of your personal therapy.

### **Personal tutorials**

You will be offered tutorials throughout your course to support your learning, develop your practice and help you identify learning goals. Your tutors will also take the opportunity of tutorials to raise any concerns likely to affect the outcome of your internal assessment. You need to keep a record of your tutorials in your portfolio.

**Dual relationships**

In order to avoid any conflicts of interest your tutors, supervisor and personal therapist must be different people carrying out these separate roles.

## 7. Candidate 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 your course.

Please click on this link to access the survey - [Candidate Feedback](#).

# Appendix 1: Candidate Learning Record

## Level 4 Diploma in Therapeutic Counselling (TC-L4)

**Instruction:**

Print out (or otherwise detach) this Candidate Learning Record (CLR) and the Completion Statement which follows it. Then insert both documents in the front of your portfolio.

Please confirm that your portfolio contains the following items (which are required in order to complete the qualification) by ticking each box below:

- A client record (100 hours minimum), including at least 5 different clients
- Clinical supervision record
- 1 supervisor report
- 1 agency report
- A personal counselling record (10 hours minimum by the end of the course)

When you have completed your Candidate Learning Record please tick the following box to confirm that you have provided evidence all three types of coursework – for each of the seven units (i.e. documents, tutor observation and testimony):

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 <sup>8</sup>	Portfolio references
1.1.1 Work within an ethical framework for counselling	<ul style="list-style-type: none"> <li>• Have a thorough knowledge of ethical frameworks for counselling, for example the BACP “Ethical Framework for the Counselling Professions”, the NCPS “Code of Ethical Practice”, the ACC’s “Code of Ethics” or another similar framework.</li> <li>• Be able to explain what is meant by an ethical framework. Explore reasons for (and importance of) working within an ethical framework.</li> <li>• Ensure your relationships with clients are bounded by a professional framework.</li> <li>• Introduce clients, using appropriate language, to the existence of a framework.</li> <li>• Explore reasons for working within a framework for online &amp; telephone counselling.</li> </ul>	

<sup>8</sup> Please be advised that you do not need to provide evidence to meet every **bullet point** under the candidate guidance section.

<p>1.1.2 Demonstrate professional standards of conduct</p>	<ul style="list-style-type: none"> <li>• Discuss meaning of professional standards – including (for example) behaviour, dress, competence, confidentiality, communication with others, professional judgement, integrity, respect, record keeping.</li> <li>• Recognise responsibilities to clients, employers and the wider profession.</li> <li>• Explore expectations of conduct in your training group and in your agency.</li> <li>• Demonstrate professional standards in your own work.</li> <li>• Demonstrate effective communication through a variety of mediums; in writing, verbally and online.</li> </ul>	
<p>1.1.3 Be able to maintain confidentiality in counselling work</p>	<ul style="list-style-type: none"> <li>• Clarify the limits of confidentiality within your agency.</li> <li>• Explore issues around confidentiality in multidisciplinary teams.</li> <li>• Explore and record examples of difficult confidentiality issues.</li> <li>• Demonstrate the management of confidentiality issues in own client work.</li> </ul>	
<p>1.1.4 Comply with relevant legal requirements for counselling</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Develop understanding of the data protection legislation around use of online and digital technologies for working with clients and for storage of their data.</li> </ul>	
<p>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</p>	<ul style="list-style-type: none"> <li>• Investigate current legislation around risk to and safeguarding of children, young people and vulnerable adults, including the Prevent duty.</li> <li>• Demonstrate the application of this legislation to your own counselling work.</li> <li>• Ensure session arrangements and physical settings are safe, secure and appropriate.</li> </ul>	

LEARNING OUTCOME:	1.2 Work within a counselling service organisation	
Assessment criteria	Candidate guidance to criteria	Portfolio references
1.2.1 Work within the ethical, legal and procedural framework in which a given agency operates	<ul style="list-style-type: none"> <li>• Look at and discuss (e.g. with your supervisor/placement manager) the ethical, legal and procedural framework of your agency.</li> <li>• To show your understanding in relation to the above issues, apply insights gained from supervision, seminars and counselling practice sessions.</li> <li>• 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.</li> </ul>	
1.2.2 Use teamwork skills to work with others	<ul style="list-style-type: none"> <li>• Discuss the meaning and role of teamwork skills.</li> <li>• Practise the use of these skills to work collaboratively with members of your training group, supervision group and agency personnel.</li> <li>• Explore (with peers in the training/personal development group, supervision and agency groups) how you relate and collaborate with others.</li> <li>• Demonstrate your ability to use teamwork skills</li> </ul>	
1.2.3 Use professional skills to work with others	<ul style="list-style-type: none"> <li>• Discuss meaning of professional skills and when/where these would be needed in counselling work (for example: for effective communication, professional judgment, confidentiality, referrals).</li> <li>• Explore and develop understanding of how to manage 'out of session' communication and contact with clients - e.g. text, email, telephone, social media etc.</li> <li>• Demonstrate professional skills in counselling work.</li> </ul>	
1.2.4 Use client assessment to inform the counselling work	<ul style="list-style-type: none"> <li>• Describe your agency's process for assessment.</li> <li>• Describe your agency processes for assessing clients' suitability for different forms of counselling, e.g. in-person, online or telephone counselling.</li> <li>• Explore how assessment informs the counselling work.</li> <li>• Develop understanding of how to conduct initial and ongoing client assessment within your agency.</li> <li>• With tutor support, conduct client assessment within skills practice sessions.</li> <li>• Research forms of client assessment and reflect on how these fit with your theoretical approach.</li> </ul>	

LEARNING OUTCOME:	1.3 Use supervision to work within own limits of proficiency	
Assessment criteria	Candidate guidance to criteria	Portfolio references
1.3.1 Monitor limits of proficiency and fitness to practise	<ul style="list-style-type: none"> <li>• Discuss meaning of limits of proficiency – i.e. only practising when and where you have the appropriate qualifications, training and experience.</li> <li>• 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.</li> <li>• Use individual/group supervision to (a) explore client needs which are beyond your professional capability; and (b) to clarify how to manage referral situations.</li> </ul>	
1.3.2 Make suicidal risk assessments and work with emergency situations	<ul style="list-style-type: none"> <li>• Identify what constitutes an emergency situation.</li> <li>• Explore your actual or potential reactions to suicidal clients.</li> <li>• Discuss strategies for risk assessment and risk management in your agency compared with others in your training group.</li> <li>• Understand the guidance provided in <a href="#">NICE Guideline NG225</a> and its relevance to counselling practice</li> <li>• Use supervision to clarify how to prepare for and manage suicidal and other emergency situations.</li> <li>• Demonstrate (in own client work) ability to manage suicidal risk assessments and emergency situations.</li> </ul>	
1.3.3 Support referral where appropriate	<ul style="list-style-type: none"> <li>• Work with agency team members and supervisor to identify when and where to refer clients.</li> <li>• Demonstrate how to work with clients to manage the referral process collaboratively.</li> <li>• Explore with your agency how the process of assessment may lead to appropriate referral onwards.</li> </ul>	
1.3.4 Monitor own effectiveness and identify issues that require personal work	<ul style="list-style-type: none"> <li>• Understand the distinction between supervision and personal counselling, and the role of your supervisor and your counsellor.</li> <li>• Reflect on the relationship between your personal use of counselling and the effectiveness of your practice.</li> <li>• Record increased critical awareness of the impact of your personal issues on the counselling process.</li> </ul>	

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	Portfolio references
2.1.1 Explore the role of the counsellor in different settings and services	<ul style="list-style-type: none"> <li>• Explore and discuss in relation to different agency settings with reference to (for example) funding, resources, policies, time-limited work and agency focus.</li> <li>• Discuss how counsellors might operate within multi-disciplinary teams.</li> <li>• Consider the practical and ethical impact of counselling in settings providing telephone or online counselling</li> </ul>	
2.1.2 Establish the boundaries of the counselling relationship within specific agency settings	<ul style="list-style-type: none"> <li>• Establish what you can and cannot offer a client within your particular agency context.</li> <li>• Include limits of confidentiality, legal requirements, harm to self/others, time/number of sessions, ethical framework and supervision.</li> <li>• Practise and discuss appropriate skills for establishing the boundaries with your client.</li> <li>• Show awareness of skills for agreeing both open-ended and time-limited contracts</li> </ul>	
2.1.3 Sustain the boundaries of the counsellor role	<ul style="list-style-type: none"> <li>• Explore:               <ol style="list-style-type: none"> <li>(a) how clients test boundaries.</li> <li>(b) how counsellors can cross boundaries.</li> <li>(c) the management of boundary changes.</li> <li>(d) where power and authority lie in the relationship.</li> </ol> </li> <li>• Consider (for example) relationships, timekeeping, fees, gifts etc.</li> <li>• Use supervision to explore the meaning and implications of changes and challenges to boundary limits.</li> </ul>	
2.1.4 Manage breaks and endings appropriately	<ul style="list-style-type: none"> <li>• Understand the impact of interruptions and breaks (e.g. holidays, illness, non-attendance of sessions) on the counselling relationship.</li> <li>• Use training group, supervision and personal therapy to discuss and record your own difficulties associated with endings.</li> <li>• Identify strategies and interventions to manage interruptions, breaks and endings.</li> <li>• Explore ending issues in supervision and demonstrate your ability to leave the client 'safe'.</li> <li>• Show understanding of ending issues in counselling work – e.g. ending a session or the therapy as a whole.</li> </ul>	

LEARNING OUTCOME:	2.2 Establish and develop the therapeutic relationship	
Assessment criteria	Candidate guidance to criteria	Portfolio references
2.2.1 Explain the nature and significance of the therapeutic relationship	<ul style="list-style-type: none"> <li>• Discuss the importance of the relationship between counsellor and client within your core theoretical approach.</li> <li>• Explore how the relationship can enhance or hinder the therapeutic work.</li> </ul>	
2.2.2 Establish and develop the therapeutic relationship	<ul style="list-style-type: none"> <li>• Relate the way in which you establish the therapeutic relationship to your core theoretical approach.</li> <li>• Demonstrate in skills practice your ability to establish the therapeutic relationship with clients.</li> <li>• Demonstrate your ability to develop the therapeutic relationship.</li> <li>• Show that you are applying your understanding of the development of the counselling relationship.</li> </ul>	
2.2.3 Reflect on the nature and quality of the therapeutic relationship throughout the counselling work	<ul style="list-style-type: none"> <li>• Discuss the nature and quality of your relationship with clients.</li> <li>• Link the progress of the relationship to your core theoretical model.</li> <li>• Explore (for example) subtle/unconscious influences on the therapeutic relationship, e.g. client/ counsellor disinhibition when working via online/telephone.</li> <li>• Document changes in the relationship.</li> </ul>	
2.2.4 Use the therapeutic relationship to inform and enhance the therapeutic process	<ul style="list-style-type: none"> <li>• Refer to your core theory so that you can understand how to purposefully use the therapeutic relationship to inform the therapeutic process.</li> <li>• Provide examples of where you have intentionally used the therapeutic relationship to enhance the therapeutic process.</li> </ul>	
2.2.5 Recognise and respond to difficulties and conflicts in the therapeutic relationship	<ul style="list-style-type: none"> <li>• Identify and consider the range of difficulties and conflicts that can arise in the counselling relationship.</li> <li>• 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.</li> <li>• Respond appropriately using a range of strategies and interventions.</li> </ul>	

<b>Unit 3</b>	<b>Working with client diversity in counselling work</b>	
LEARNING OUTCOME:	3.1 Understand and work with diversity	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
3.1.1 Explore diversity issues between self and client during the counselling relationship	<ul style="list-style-type: none"> <li>• Discuss the relationship between developing empathy and understanding client diversity.</li> <li>• Reflect on diversity issues which impact on the relationship between you and individual clients.</li> <li>• Demonstrate how you have addressed issues of diversity between yourself and clients during the counselling work.</li> </ul>	
3.1.2 Evaluate how an understanding of diversity can enhance empathy	<ul style="list-style-type: none"> <li>• Identify and explore diversity issues between yourself and others (e.g. between yourself and your tutor/supervisor/other group members).</li> <li>• Reflect on your own responses/reactions to others –e.g. group members, clients etc.</li> <li>• Explore how a deeper understanding of diversity can enhance empathy.</li> </ul>	
3.1.3 Demonstrate sensitivity to diversity issues with individual clients	<ul style="list-style-type: none"> <li>• Identify key diversity issues that you have encountered with clients or peers – and explore your responses to these.</li> <li>• Discuss how diversity issues may help or hinder counselling work.</li> <li>• Demonstrate developing sensitivity to diversity with a range of clients and specific client groups.</li> </ul>	
LEARNING OUTCOME:	3.2 Challenge own issues, fears and prejudices	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio reference</b>
3.2.1 Explore and challenge own beliefs and values	<ul style="list-style-type: none"> <li>• Reflect on your experiences of identifying types of people/issues that you find very difficult to understand and/or accept.</li> <li>• Explore your own beliefs, where these come from and how valid they still are.</li> </ul>	
3.2.2 Explore and challenge own issues, fears and prejudices concerning working with client diversity	<ul style="list-style-type: none"> <li>• Recognise and reflect on types of people and issues that touch your prejudices and fears.</li> <li>• Reflect on the reasons for your responses.</li> <li>• Challenge your own blocks and prejudices in work with individual clients.</li> </ul>	

LEARNING OUTCOME:	3.3 Understand how diversity issues affect client access to counselling	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
3.3.1 Reflect on diversity issues which impact on clients accessing counselling within agency settings	<ul style="list-style-type: none"> <li>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.</li> <li>Consider impact of local and national policy on mental health service provision.</li> <li>Consider what might help to widen access to counselling in your agency.</li> <li>Explore the work of organisations developed with a vision to improve the accessibility of counselling services, for example <a href="#">BAATN</a></li> </ul>	
3.3.2 Reflect on issues relating to working with a third-party present	<ul style="list-style-type: none"> <li>Identify occasions when working with another presence in the room would be appropriate (e.g. translator, signer, carer, dog).</li> <li>Consider the impact of clients engaging in online/telephone counselling from their own spaces where other people may be present.</li> <li>Explore the difficulties that could be present in these circumstances.</li> </ul>	
<b>Unit 4</b>	<b>Working within a user-centred approach to counselling</b>	
LEARNING OUTCOME:	4.1 Work within a user-centred agreement for the counselling work	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
4.1.1 Enable clients to explore their attitudes to and expectations of counselling within specific agency settings	<ul style="list-style-type: none"> <li>Explore how to give your client the opportunity to discuss their understanding of counselling and what they require from it.</li> <li>Gain an understanding of clients' expectations and preferences for counselling at the outset of the work.</li> <li>Identify what you can offer within the limitations of your agency.</li> <li>Practise (in class and in your agency) exploring and clarifying client expectations.</li> </ul>	
4.1.2 Negotiate a shared agreement for the counselling work	<ul style="list-style-type: none"> <li>Reflect on what 'negotiate' and 'shared agreement' for the counselling work means.</li> <li>Understand the difference between business contract/agency policies (etc.) and a therapeutic agreement for the counselling work.</li> <li>Demonstrate your ability to negotiate a shared agreement for the counselling work with individual clients.</li> <li>Use information from initial client assessment to inform the shared agreement.</li> </ul>	

4.1.3 Regularly review the working agreement with clients	<ul style="list-style-type: none"> <li>• Discuss in your training group the reasons for regularly reviewing the working agreement with your client.</li> <li>• Demonstrate an understanding of the changing needs of your clients and show your ability to be flexible and responsive to their needs.</li> <li>• Acknowledge changes that have occurred for the client - e.g. emotional, practical, relational, behavioural, spiritual.</li> <li>• Ensure client participation when reviewing and renegotiating the working agreement.</li> </ul>	
4.1.4 Reflect on the different ways of offering counselling	<ul style="list-style-type: none"> <li>• Gain an understanding of the range of ways in which counselling can be offered, e.g. in-person, online, telephone, text, blended work.</li> <li>• Research and consider the benefits and challenges of counselling using different media.</li> <li>• Practice using a range of mediums through facilitated skills practice sessions in class.</li> <li>• Reflect on the ways in which counselling is offered within your agency.</li> </ul>	
LEARNING OUTCOME	4.2 Maintain a user-centred focus throughout the counselling work	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
4.2.1 Enable the client to identify, prioritise and focus on their agenda	<ul style="list-style-type: none"> <li>• Identify and explore your client's spoken <u>and</u> unspoken agenda, both within the session and during the counselling process.</li> <li>• Explore the ways in which both counsellors and clients may try to avoid painful agendas.</li> </ul>	
4.2.2 Use regular reviews and clinical supervision to maintain the focus on the client's agenda throughout the counselling work	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
4.2.3 Enable clients to explore their unspoken agendas	<ul style="list-style-type: none"> <li>• Explore (in the training group or elsewhere) your own experiences of feeling a sense of emotional warmth and safety with another person.</li> <li>• Develop your capacity (both as a person and a professional) to relate appropriately to your client –i.e. with congruence, emotional warmth and safety.</li> <li>• Develop an openness to listen to your client's unspoken agenda.</li> <li>• Develop your ability to stay with your client's difficult feelings.</li> <li>• Experiment (in group-work and counselling practice sessions) with different ways of communicating emotional warmth and safety.</li> </ul>	

<b>Unit 5</b>	<b>Working with self-awareness in the counselling process</b>	
LEARNING OUTCOME:	5.1 Use counselling theory to understand own self	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
5.1.1 Explore the nature and structure of own self	<ul style="list-style-type: none"> <li>Refer to your core theoretical model(s) to explore the concept of 'Self'.</li> <li>Refer to your core theoretical model(s) to explore the explicit and implicit aspects of own 'Self'.</li> <li>Develop your personal understanding through your own therapeutic counselling/personal development workshops/group process work.</li> </ul>	
5.1.2 Explore own recent and formative personal history	<ul style="list-style-type: none"> <li>Use your core theoretical approach to inform your understanding of your own past and recent personal history.</li> <li>Develop your understanding through personal therapeutic counselling and personal development workshops.</li> </ul>	
5.1.3 Explore own patterns of relating	<ul style="list-style-type: none"> <li>With reference to your core theoretical approach explore your own explicit and implicit patterns of relating.</li> <li>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.</li> </ul>	
LEARNING OUTCOME:	5.2 Work on personal issues that resonate with client work	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
5.2.1 Work on own emotional difficulties and internal conflicts that could impact on client work	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	
5.2.2 Work on own recent and past life events that could impact on client work	<ul style="list-style-type: none"> <li>Identify formative personal life events that could have an impact on your client work either negatively or positively.</li> <li>Use supervision/personal therapeutic counselling to reflect on and understand how these events resonate with client work.</li> <li>Show how increased understanding of own recent and past life events is relevant to own client work.</li> </ul>	

5.2.3 Work on own relationship difficulties that could impact on client work	<ul style="list-style-type: none"> <li>Use personal therapeutic counselling and supervision to help identify personal relationship difficulties that resonate with client work.</li> <li>Identify explicit and implicit relationship difficulties and document how they could impact on your client work.</li> <li>Show how increased understanding of your own relationship difficulties is relevant to own client work.</li> </ul>	
LEARNING OUTCOME:	5.3 Use self-awareness to enhance counselling work	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
5.3.1 Reflect on the importance of self-awareness in counselling work	<ul style="list-style-type: none"> <li>Reflect on role of 'therapist factors' and therapist's self-awareness in client work.</li> <li>Evaluate own capacity to challenge and deepen understanding of own self.</li> <li>Reflect on and give examples of how clients evoke 'shadow' aspects of self.</li> </ul>	
5.3.2 Use awareness of self during counselling sessions to enhance the therapeutic process	<ul style="list-style-type: none"> <li>Identify examples of the use of self-awareness in your client-work.</li> <li>Explore examples of when you enhanced the therapeutic process by intentionally applying awareness of self.</li> <li>Use individual and group training supervision to reflect on your use of self-awareness.</li> </ul>	
5.3.3 Use clinical supervision to develop awareness of own implicit processes	<ul style="list-style-type: none"> <li>Develop understanding of implicit processes within the training group by discussion in group training supervision.</li> <li>Use own supervision to explore own implicit processes evoked by client-work.</li> </ul>	
<b>Unit 6</b>	<b>Working within a coherent framework of counselling theory and skills</b>	
LEARNING OUTCOME:	6.1 Use a coherent framework of theory and skills to inform and enhance counselling work	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
6.1.1 Use theory of the self, personal history and relationships in client work	<ul style="list-style-type: none"> <li>Explore philosophical ideas about the nature of human behaviour and change.</li> <li>Study theories of self, personal history and relationships as explained by your core theoretical model.</li> <li>Understand how a thorough understanding of your model can inform your work with clients.</li> <li>Demonstrate how this understanding of self, personal history and relationships has informed work with individual clients.</li> </ul>	

6.1.2 Use theory of therapeutic change to inform client work	<ul style="list-style-type: none"> <li>• Understand (within your core theoretical model) what therapeutic change means.</li> <li>• Apply your understanding of therapeutic change to inform and enhance the effectiveness of your client work.</li> <li>• Demonstrate how this understanding of therapeutic change has informed work with individual clients.</li> </ul>	
6.1.3 Use research findings to enhance understanding of client work	<ul style="list-style-type: none"> <li>• Read contemporary research findings associated with your core theoretical approach and consider the application of these to your client work.</li> <li>• Document your reading, seminars, supervision and reflections on client work.</li> </ul>	
6.1.4 Use counselling skills and techniques associated with own theoretical approach	<ul style="list-style-type: none"> <li>• Study and practise skills and techniques associated with your theoretical model.</li> <li>• 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.</li> <li>• Practise and get feedback on your use of skills in counselling practice sessions.</li> <li>• Demonstrate appropriate skills and techniques in work with individual clients.</li> </ul>	
<b>LEARNING OUTCOME:</b>	6.2 Understand and work with client problems at different service levels	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
6.2.1 Understand and work with common life problems and obstacles to well-being	<ul style="list-style-type: none"> <li>• Study and discuss the CPCAB model of helping work and counselling practice.</li> <li>• 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.</li> <li>• Discuss obstacles to mental and emotional well-being.</li> <li>• Explore how your core model conceptualises common life problems and obstacles to well-being.</li> <li>• Demonstrate ability to work (with individual clients) with common life problems and obstacles to well-being.</li> </ul>	

6.2.2 Understand and work with common mental health problems	<ul style="list-style-type: none"> <li>• Understand what is meant by common mental health problems.</li> <li>• Distinguish between CPCAB Service Level A and B1 issues (see <i>CPCAB model of helping work and counselling practice on the CPCAB website</i>).</li> <li>• Explore how your core model conceptualises common mental health problems.</li> <li>• Demonstrate understanding of client assessment within your core model.</li> <li>• Understand the role of resilience and its link with mental well-being.</li> <li>• Demonstrate ability to work with clients with mental health issues at Service Level B1.</li> </ul>	
6.2.3 Use clinical supervision to identify clients with severe mental health problems and support the referral process	<ul style="list-style-type: none"> <li>• Become familiar with signs and symptoms of severe and complex mental health problems.</li> <li>• Show an awareness of how your core model conceptualises severe mental health problems.</li> <li>• Clarify with your supervisor how to utilise clinical supervision to identify and refer clients requiring this level of help and support.</li> <li>• Demonstrate how you have used supervision to support you in this process.</li> </ul>	
6.2.4 Reflect on different approaches to understanding mental health	<ul style="list-style-type: none"> <li>• Distinguish between the different approaches to understanding mental health – e.g. consider the medical model versus your core theoretical approach.</li> <li>• Have an understanding of the medical and non-medical approaches to mental health problems.</li> <li>• Explore the impact of medical interventions for mental health upon the therapeutic process.</li> <li>• Demonstrate an understanding of the key issues concerning the use of psychiatric drugs, including dependence and withdrawal, and their implications for client work</li> </ul>	
<b>Unit 7</b>	<b>Working self reflectively as a counsellor</b>	
LEARNING OUTCOME:	7.1 Manage own development as a counsellor	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
7.1.1 Evaluate own progress, identify needs and plan learning	<ul style="list-style-type: none"> <li>• Reflect on your own progress on the course and your personal and professional development.</li> <li>• Identify areas to work on.</li> <li>• Regularly document your progress and plan how to address your learning needs.</li> <li>• Use self- reviews, learning review, tutorial reports and peer feedback to evaluate your progress.</li> </ul>	

7.1.2 Assist other counselling trainees to identify their progress and learning needs	<ul style="list-style-type: none"> <li>Establish how to give constructive feedback to others.</li> <li>Reflect on any difficulties you have in giving feedback to others.</li> <li>Use feedback skills to help your peers to identify their progress and learning needs.</li> </ul>	
LEARNING OUTCOME:	7.2 Reflect on and evaluate own counselling work within agency settings	
<b>Assessment criteria</b>	<b>Candidate guidance to criteria</b>	<b>Portfolio references</b>
7.2.1 Reflect on and evaluate the effectiveness of own counselling work in agency settings	<ul style="list-style-type: none"> <li>Reflect on the importance of evaluating own counselling work.</li> <li>Discuss ways of evaluating the effectiveness of your counselling practice.</li> <li>Understand how to use supervision and agency practice manager to evaluate your own counselling work.</li> <li>Utilise therapeutic outcomes measures and client feedback to help evaluate your counselling work.</li> </ul>	
7.2.2 Prepare for and use clinical supervision effectively	<ul style="list-style-type: none"> <li>Identify what you require from supervision.</li> <li>Prepare client notes (in keeping with your agency's policy) to make effective use of supervision.</li> <li>Demonstrate how you have used supervision to enhance client work.</li> <li>Explore a range of theoretical models of supervision.</li> <li>Discuss how you will meet the requirements for supervision from your ethical framework.</li> </ul>	
7.2.3 Investigate the use of evaluative tools in counselling work	<ul style="list-style-type: none"> <li>Research tools for monitoring client outcomes – e.g. Clinical Outcomes for Routine Evaluation: <a href="http://www.coreims.co.uk">www.coreims.co.uk</a>.</li> <li>Discuss the reasons for (and value of) evaluative tools – e.g. funding implications.</li> <li>Provide and comment on an example (from your own agency if possible) of a tool designed for monitoring client outcomes.</li> </ul>	

Where do you plan to progress once you've finished this qualification?

Please enter corresponding number here:

1. Employment as a Counsellor (Full Time, Part Time or Self Employed)
2. Employment within Allied Professions (Full Time, Part Time or Self Employed)
3. Employment in Non Allied Professions Sector (Full Time, Part Time or Self Employed)
4. Further Study in Further Education (Counselling related subjects)
5. Further Study in Higher Education (Counselling related subjects)
6. Further Study in Further Education (Non-Counselling related subjects)
7. Further Study in Higher Education (Non-Counselling related subjects)
8. Voluntary Work – Counselling Sector
9. Voluntary Work – Allied Professions\*
10. Voluntary Work – Non-Counselling/Allied Professions
11. Not in employment
12. I don't know

\*Example list of allied professions (not an exhaustive list):

- Advice and advocacy support
- Befriender role
- Care worker
- Childline administrator
- Contact centre advisor
- Customer facing role
- Customer relations advisor
- Customer service representative/ advisor/ officer
- Family support worker
- Healthcare professionals
- Helpline operator
- Home care assistant
- Housing support worker
- Mentoring and support worker
- Promotion in current role
- Public services, including probation, substance misuse agencies and criminal justice sector
- Roles in health and social care
- Welfare and advice worker
- Youth worker

## Appendix 2: Completion Statement for TC-L4

Completion statement for Candidate Learning Record Level 4 Diploma in Therapeutic Counselling (TC-L4)			
Unit		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 not 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	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: .....

