

**CPCAB Level 4 Diploma in Therapeutic Counselling (TC-L4) and Level 5 Diploma in Psychotherapeutic Counselling (PC-L5) mapped to UKCP's 2019 Psychotherapeutic Counselling Standards for Education and Training**

This document can be used by candidates wishing to apply for UKCP registration through the Psychotherapeutic Counselling and Intersubjective Psychotherapy College. It indicates how candidates who hold TC-L4 and PC-L5 can evidence where they meet UKCP's requirements for progression to registration as a psychotherapeutic counsellor, including which criteria from both qualifications show how they meet these requirements. Links are also provided to any relevant CPCAB documents. Where it is stated in the table below that information is contained within centre handbooks, policies and procedures, and where it the centre's responsibility to ensure that specific requirements are met, candidates are encouraged ask their tutor and/ or centre for advice.

	<b>General principles</b>	Documentation reference
	Trainings must: <ul style="list-style-type: none"> <li>• Recognise the existence of different psychotherapeutic counselling modalities.</li> <li>• Be based on various theories.</li> <li>• Promote respectful understanding of differences and similarities between theories.</li> </ul>	
	Trainings must be informed by theory and research and be practice-based.	<b>L4:</b> 5.1.1, 5.1.2, 5.1.3 6.1.1, 6.1.2, 6.1.3, 6.1.4 <b>L5:</b> 3.1, 6.1, 6.2, 6.3, 6.4
	Trainings must provide transparency and accountability in their assessment processes.	Centres are required to be transparent and accountable in their assessment processes. TC-L4 and PC-L5 are Ofqual, CCEA and Qualification Wales regulated and, as such, it is a requirement that assessment is fair and consistent (General Conditions of Recognition - Section G: Setting and delivering the assessment)
	Trainings must operate within the UKCP code of ethics, and an equalities and diversity framework.	This will be determined by the Psychotherapeutic Counselling and Intersubjective Psychotherapy College

	<b>Basic Requirements</b>	<b>Documentation reference</b>
B1.1	The training for Psychotherapeutic Counsellors shall be at graduate level or above, and is understood to be a specialist level of training.	TC-L4 equivalent to Certificate of Higher Education PC-L5 equivalent to Diploma of Higher Education/ Foundation Degree
B1.2	The length of training shall be appropriate to permit the consolidation and integration of theoretical knowledge and clinical experience. It shall not normally be shorter than three years or longer than seven. Length of training (years/hours) must be explicit.	TC-L4 = 2 years part time PC-L5 = 1 year part-time  Pathway to TC-L4 (CSK-L2, CST-L3/CAST-L3) normally takes 1 to 2 years part-time.
a)	A minimum of 450 training contact hours (skills and theory) and a minimum 100 client practice hours work (supervised at a ratio of 1:6) are required prior to qualification.	TC-L4 = 420 GLH minimum PC-L5 = 120 GLH minimum  Minimum 100 client practice hours required at L4 Minimum 60 client practice hours required at L5  UKCP supervision ratios advised to candidates in Covering Statement for CPCAB Applicants document
b)	A total of 450 practice hours (supervised at 1:6) must be gained in order to achieve UKCP registration as a Psychotherapeutic Counsellor.	Remaining hours will be accrued post-qualification
c)	Candidates are expected to have undertaken a minimum of 105 hours of personal therapy, normally concurrently with their training. Therapy undertaken prior to the commencement of training may not normally be counted towards this requirement. The therapy must normally be with a qualified registered UKCP psychotherapeutic counsellor or psychotherapist. The therapy must be in the theoretical orientation of the training.	Centre to ensure candidates meet this requirement from the start of TC-L4
B1.3	Candidates are normally expected to apply for UKCP registration as a Psychotherapeutic Counsellor within 2 years of qualifying.	Candidates need to ensure they do this but centres should offer guidance to candidates. Please also see CPCAB's 'Covering statement for candidates wishing to apply for UKCP registration as a psychotherapeutic counsellor'.
B1.4	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall clearly indicate where	This should be indicated in the training centre's student handbook.

	attendance is mandatory and shall be able to evidence attendance on all aspects of the training.	
B1.5	Where possible, UKCP training organisations must seek to provide appropriate mechanisms for students and trainees to complete course elements deferred through agreement or missed through acceptable extenuating circumstances. Where such mechanisms are used the criteria for accessing them and the process for recording and assessing their completion must be provided by the organisation	This should be indicated in the training centre's student handbook. Please also refer to guidance in CPCAB documents: <a href="#">TC-L4 Tutor Guide</a> <a href="#">PC-L5 Tutor Guide</a>
a)	UKCP Colleges validating psychotherapeutic counselling trainings will publish College level Learning Outcomes that will inform the OM's curriculum.	The Psychotherapeutic Counselling and Intersubjective Psychotherapy College may be able to advise on this.
1.7	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must be able to demonstrate that their UKCP accredited training courses and course components are clearly addressed in their business plan. Organisations must consider the effects of business planning and activities (such as relocation, expansion, ability to remain in UKCP membership, sale or closure) on their accredited trainings and students/trainees. Where necessary they must take appropriate mitigating action.	The Psychotherapeutic Counselling and Intersubjective Psychotherapy College may be able to advise on this.
B1.8	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must operate appropriate governance and management structures to ensure they implement accredited trainings effectively. All documentation on these structures must be available to view by any interested party.	CPCAB's approved centres need to provide evidence of appropriate governance and management structures as part of the approval process.
B1.9	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have available, appropriate and up-to-date policies as specified in Appendix A.	These policies are required as part of CPCAB's centre approval process.

	<b>Entry Requirements</b>	<b>Documentation reference</b>
B2.1	UKCP training organisations must publish their criteria and procedures for selecting students.	Centres are required to be clear about their criteria and procedures for selecting students.

		CPCAB guidance for centres regarding candidate entry requirements can be found in the TC-L4 and PC-L5 specifications: <a href="#">TC-L4 Specification</a> <a href="#">PC-L5 Specification</a>
B2.2	UKCP training organisations must ensure that entry is at an undergraduate level of competence	CPCAB guidance for centres regarding candidate entry requirements can be found in the TC-L4 and PC-L5 specifications: <a href="#">TC-L4 Specification</a> <a href="#">PC-L5 Specification</a>
B2.3	Each psychotherapeutic counselling applicant must have achieved one of the following as a minimum entry requirement prior to training:	
a)	Relevant professional qualification or equivalent.	This is not a requirement for entry to TC-L4 or PC-L5.
b)	First degree or equivalent	This is not a requirement for entry to TC-L4 or PC-L5.
c)	Accreditation of Prior Learning/ Accreditation of Prior Experiential Learning.	CPCAB approved centres are expected to have APL/ APEL Policies.
B2.4	UKCP training organisations must have systems for candidates to demonstrate that they have personal qualities that make them suitable for the psychotherapeutic counselling profession.	CPCAB guidance for centres regarding candidate entry requirements can be found in the TC-L4 and PC-L5 specifications: <a href="#">TC-L4 Specification</a> <a href="#">PC-L5 Specification</a>
B.25	UKCP training organisations must have systems for candidates to demonstrate that they have relevant experience of working with people in a responsible role.	Training centres should ensure that they are able to demonstrate that candidates have relevant experience of working with people in a responsible role.
B2.6	UKCP training organisations must have systems for candidates to demonstrate that they have an adequate command of written and spoken English (disability and equalities exceptions/adaptations to this requirement will always apply).	Training centres should ensure that they are able to demonstrate that candidates have sufficient understanding in written and spoken English to meet the demands of the qualification(s).
B2.7	UKCP training organisations must ensure that Disclosure and Barring checks are sought and confirmed where relevant. This will be in line with UKCP's current registration practice.	Where relevant centres should ensure that DBS checks are sought and confirmed.
B2.8	UKCP training organisations must have a face-to-face selection process, normally in person.	It is expected that, where possible, CPCAB's approved centres will hold in person interviews.

B2.9	UKCP training organisations must have methods and regulations for the processing of Assessment of Prior/Experiential Learning (APL and APEL) and Credit Accumulation Transfer System (CATS) claims where relevant. These must describe the process and relevant criteria, and provide scope for an appeals process. Normally no more than 50 per cent of any training should be achieved through any of the above.	CPCAB approved centres are expected to have APL/ APEL Policies.
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	<b>Overarching Diversity and Equality Requirements for Trainings</b>	Documentation reference
B3.1	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have, publish and apply clear criteria relating to relevant health conditions. These criteria must be consistent with the current UKCP Diversity and Equalities policy and relevant diversity and equality legislation.	Centre policies, including Equality, Diversity and Inclusion (EDI) Policies are scrutinised as part of the CPCAB approval process.
B3.2	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have an appropriate and up-to-date published policy covering diversity and equalities.	It is expected that CPCAB's approved centres have an appropriate and up-to-date EDI policy.
B3.3	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must also have published procedures to ensure that applicants, students, trainees and staff are not discriminated against for any reason. Procedures must specify what someone can do if they experience discrimination. For example, how and where they can report the discrimination, and what action they can expect the organisation to take	Centre policies, including Equality, Diversity and Inclusion (EDI) Policies and Complaints and Appeals Policies are scrutinised as part of the CPCAB approval process.
B3.4	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that they have appropriate processes for gathering relevant diversity and equalities data in relation to applicants, students, trainees and staff. Organisations must be able to evidence how this data is used.	Candidates wanting to apply for UKCP registration as a psychotherapeutic counsellor may wish to ask their training centre whether this information is gathered.

	<b>The Minimum Curriculum</b>	Documentation reference
B4.1	<b>Theory and Practice</b>	

B4.1.1	The study of the theory and practice of psychotherapeutic counselling from assessment to ending must include:	
a)	A core theoretical model.	<b>L4:</b> 6.1.1, 6.1.2, 6.1.3, 6.1.4 <b>L5:</b> 6.1, 6.2, 6.3
b)	A model of the person and mind.	<b>L4:</b> 6.1.1, 6.1.2, 6.1.3, 6.1.4 <b>L5:</b> 6.1, 6.2, 6.3
c)	Core assumptions.	<b>L4:</b> 6.1.1, 6.1.2, 6.1.3, 6.1.4 <b>L5:</b> 6.1, 6.2, 6.3
d)	A model of gendered and culturally influenced human development.	<b>L4:</b> 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2 <b>L5:</b> 3.1, 3.2, 3.3
e)	A model of human change and ways in which change can be facilitated.	<b>L4:</b> 6.1.2
f)	A model of therapeutic relationship and process that underpins practice.	<b>L4:</b> 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 <b>L5:</b> 2.1, 2.2., 2.3
g)	An introduction to a range of counselling theories so that students and trainees can develop a critical awareness of their own and alternative approaches.	<b>L5:</b> 4.2, 4.3, 5.2, 6.2
h)	Skills and knowledge to work with a range of presenting issues.	<b>L4:</b> 4.1.1, 6.2.1, 6.2.2 <b>L5:</b> 4.1, 4.3, 4.5, 6.4
i)	Consideration of the implications of various theoretical concepts within a range of practice setting settings and client groups which may include both longer term and short-term work.	<b>L4:</b> 2.1.1, 6.1.1, 6.1.2, 6.1.4 <b>L5:</b> 1.1, 6.1, 6.3
j)	Knowledge of relevant legal issues pertaining to professional practice.	<b>L4:</b> 1.1.4, 1.1.5, 1.2.1 <b>L5:</b> 1.2
B4.1.2	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that students and trainees are introduced to appropriate models of counselling assessment. This must include learning how to recognise mental health symptoms and difficulties, and understanding when and how to refer a client on. This includes an understanding of relevant mental health services and legislation.	<b>L4:</b> 1.1.5, 3.3.2, 3.3.3, 6.2.6, 6.2.3, 6.2.4 <b>L5:</b> 1.2, 3.2, 6.4, 6.5, 7.2
B4.1.3	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that students develop in their ongoing work an ability to recognise the limits of the	<b>L4:</b> 1.3.1, 1.3.2, 1.3.3, 1.3.4, 2.2.5, 5.2.1, 5.2.2, 5.2.3, 6.2.3 <b>L5:</b> 1.4, 2.3, 6.5

	counsellor and the counselling relationship and the ability to recognise when the practitioner should seek other professional advice or refer on.	
B4.2	<b>Research</b>	
	All trainings must encompass principles of psychotherapeutic counselling and psychotherapy research in order to enhance the student/trainee's own practice. This must include:	<b>L4:</b> 6.1.3 <b>L5:</b> 5.4, 6.2, 6.4
B4.2.1	Knowledge and understanding of basic research approaches and techniques, and their application to the investigation and evaluation of psychotherapeutic counselling process and outcomes.	<b>L4:</b> 6.1.3 <b>L5:</b> 5.4, 6.2, 6.4
B4.2.2	Learning to read and understand research in relation to psychotherapeutic counselling and have a working knowledge of research relevant to their modality and their own practice.	<b>L4:</b> 6.1.3 <b>L5:</b> 5.4, 6.2, 6.4
B4.3	<b>Diversity and Equality Criteria</b>	
	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that students and trainees develop:	
B4.3.1	A working understanding of equality and diversity theory including, but not limited to, models of cultural competence and cultural humility, and of the principles and provisions of the Equality Act 2010 as a minimum benchmark for understanding these issues.	<b>L4:</b> 1.1.4, 3.1.1, 3.1.2, 3.1.3, 3.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4
B4.3.2	Critical understanding of cultural, racial, socio-economic, gendered, heteronormative and dis/ability bias in the theory and culture of psychotherapeutic counselling and when it is necessary to challenge these biases.	<b>L4:</b> 1.1.4, 3.1.1, 3.1.2, 3.1.3, 3.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4
B4.3.3	A working understanding of the processes and effects of Unconscious Bias – the unavoidable thinking patterns to which no one is immune. Trainees must be empowered to recognise and increase insight into their Unconscious Bias and how that impacts on working with sameness and difference. They must be open to reflection on explicit and implicit challenge to these thinking patterns, from peers and clients.	<b>L4:</b> 1.1.4, 2.2.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.1, 5.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4
B4.3.4	Critical understanding and self-reflexive recognition of interpersonal and intra-personal phenomena requiring attention from an equality and diversity perspective including:	

a)	The dynamics of privilege, oppression, marginalisation and assumption as they impact psychic and social development, and shape life experience.	<b>L4:</b> 1.1.4, 2.2.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.1, 5.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4
b)	How these dynamics, and the resulting power differentials, impact the therapeutic process and relationship.	<b>L4:</b> 1.1.4, 2.2.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.1, 5.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4
B4.3.5	Knowledge, sensitivity, and understanding of general and specific issues and challenges that impact individuals, couples, families, organisations and communities due to inequalities and discrimination.	<b>L4:</b> 1.1.4, 2.2.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.1, 5.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4
B4.3.6	Awareness, effectiveness and courage to communicate, and take action to reduce, the harm and trauma caused by discriminatory practice and insensitivity to power differentials within therapeutic, service provision, training and supervisory frames.	<b>L4:</b> 1.1.4, 2.2.5, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2, 3.3.1, 3.3.3, 5.3.1 <b>L5:</b> 3.1, 3.2, 3.3, 3.4, 5.1, 5.3, 5.4
B4.3.7	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that any learning or teaching methods, including those associated with practice placements/supervised clinical practice, respect and address the rights and needs of patients or clients, students, trainees and colleagues	CPCAB approved centres will address the rights and needs of clients, candidates and colleagues as an integral part of the course.
B4.4	<b>Safeguarding</b>	
B4.4.1	The curriculum must include developing an awareness of safeguarding issues in relation to clients and those likely to be impacted by the client's actions/inactions.	<b>L4:</b> 1.1.4, 1.1.5 <b>L5:</b> 1.2
B4.4.2	Students must be equipped to understand their responsibilities in relation to relevant and up-to-date safeguarding legislation	<b>L4:</b> 1.1.4, 1.1.5 <b>L5:</b> 1.2
B4.4.3	Trainings must ensure that they equip students to work in particular settings and to understand how to ensure compliance with safeguarding rules in accordance with that setting.	<b>L4:</b> 1.1.4, 1.1.5, 1.2.1, 2.1.1, 2.1.2 <b>L5:</b> 1.2
B4.4.4	Knowledge must include:	
a)	UKCP's reporting mechanisms.	This will be determined by the Psychotherapeutic Counselling and Intersubjective Psychotherapy College
b)	How the students safeguards themselves including risk assessment and management.	<b>L4:</b> 1.1.4, 1.1.5, 1.3.1, 1.3.2, 1.3.3, 2.1.3 <b>L5:</b> 1.2, 1.4
B4.5	Ethical Issues	
B4.5.1	Trainings must ensure that students are familiar with the UKCP code of ethics.	Familiarity with a counselling code of ethics is integrated throughout all CPCAB qualifications. See, for example:



		<b>L4:</b> 1.1.1, 1.2.1 <b>L5:</b> 1.2, 1.3
B4.5.2	The UKCP code of ethics must be integrated throughout training.	Familiarity with a counselling code of ethics is integrated throughout all CPCAB qualifications See, for example: <b>L4:</b> 1.1.1, 1.2.1 <b>L5:</b> 1.2, 1.3
B4.5.3	Time and space must be provided for reflective consideration of ethical issues.	<b>L4:</b> 1.1.1, 1.2.1 <b>L5:</b> 1.2, 1.3
B4.5.4	Trainings must ensure that students gain an understanding of human development and sexuality. This must include the place of psychosexual issues and dysfunctions impacting on human wellbeing. It requires that the student knows when to refer on to a psychosexual therapist (if that is not the primary modality of the training).	<b>L4:</b> 1.3.3, 6.1.1 <b>L5:</b> 6.1, 6.2
B4.6	<b>Self-reflection</b>	
B4.6.1	Trainings must ensure that students gain an understanding of self-reflective process and a capacity for critical self-reflection in order to evaluate their own competence and to be aware of their strengths and limitations.	<b>L4:</b> 1.3.4, 3.2.1, 3.2.2, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3., 7.1.1 <b>L5:</b> 1.1.1, 5.1, 5.2, 5.3, 5.4, 7.1, 7.3
B4.7	<b>Security and Confidentiality</b>	
B4.7.1	Trainings must equip students with the ability to assess risk. Students need to be taught how to develop their own policy and practice that is compliant with legislation and the UKCP code of ethics. This must take into account:	
a)	Social media.	<b>L4:</b> 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 2.1.1, 2.1.2 <b>L5:</b> 1.1, 1.2, 1.3, 2.1
b)	Phone and messaging technology.	<b>L4:</b> 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 2.1.1, 2.1.2 <b>L5:</b> 1.1, 1.2, 1.3, 2.1
c)	Data protection regulations and principles, including data management and retention, and protocols for sharing of data	<b>L4:</b> 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 2.1.1, 2.1.2 <b>L5:</b> 1.1, 1.2, 1.3, 2.1
d)	Email protocols	<b>L4:</b> 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 2.1.1, 2.1.2 <b>L5:</b> 1.1, 1.2, 1.3, 2.1
e)	Innovative technology including apps and web-based tools in clinical practice.	<b>L4:</b> 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 2.1.1, 2.1.2 <b>L5:</b> 1.1, 1.2, 1.3, 2.1
f)	Payment processes.	<b>L5:</b> 1.1

g)	Practice management.	L5: 1.1
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	<b>Supervised Practice of Psychotherapeutic Counselling</b>	Documentation reference
B5.1	The supervised practice of psychotherapeutic counselling is central to all UKCP accredited psychotherapeutic counselling training programmes. This may be achieved through appropriately supported and supervised independent practice or in a practice placement or through a combination of these approved by the relevant college organisational members.	<b>L4:</b> 6.2.3, 7.2.2 <b>L5:</b> 7.1
B5.2	Where students and trainees achieve supervised practice through working in an organisational setting, training organisations are responsible for ensuring appropriately qualified and experienced staff are available within that setting	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>
B5.3	All supervision must meet the requirements of the college's supervision policies	This information will be contained in the centre's Student Handbook. See also CPCAB guidance in: <a href="#">TC-L4 Candidate Guide</a> <a href="#">PC-L5 Candidate Guide</a>
B5.4	Using digital media (e.g. telephone, internet) is only acceptable after a direct, face-to face supervisory relationship has been established.	This guidance will be contained in the centre's Student Handbook.
B5.5	Training organisations must provide and operate an effective system for approving and monitoring all placements and supervisors for individual counselling practice.	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>
B5.6	Training organisations must be aware of diversity issues when selecting or recommending supervisors to their trainees.	This information will be contained in the centre's Student Handbook
B5.7	Supervision must address safeguarding and risk assessment issues.	<b>L4:</b> 1.3.2, 6.2.3, 7.2.2 <b>L5:</b> 7.1
B5.8	Students and trainees, supervisors and practice placement providers must be fully prepared for placements. This will include having relevant information about, and demonstrating an understanding of:	

a)	The learning outcomes to be achieved.	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>
b)	The timings and duration of any placement/supervised counselling practice and what records of placement/practice are to be maintained.	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>
c)	What is expected in terms of professional conduct, and the processes for addressing concerns or complaints about the students' and trainees' fitness to practice.	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>
d)	Assessment procedures, what the implications are for failure and any action to be taken in the case of failure.	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>
e)	Agreed methods of communication and lines of reporting.	This information will be contained in the centre's Student Handbook. See also CPCAB's TC-L4 <a href="#">Guidance to Workplace Experience</a> and <a href="#">PC-L5 Guidance to Client Work Experience</a>

	<b>Maintaining a Safe Learning Environment</b>	Documentation reference
B6.1	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall have mechanisms for safeguarding the rights of students and trainees. This must include readily-available consultation procedures, complaints and grievance procedures.	This will be outlined in the training centre's policies and procedures. Centre policies, including Complaints and Appeals Policies, are scrutinised as part of the CPCAB approval process.
B6.2	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must be able to evidence that they have obtained informed consent from students and trainees who participate as patients or clients in practical and clinical teaching. This also applies to relevant experiential or group work incorporated into the training.	This will be outlined in the training centre's policies and procedures. Centre policies are scrutinised as part of the CPCAB approval process.

	<b>Trainee Handbook</b>	Documentation reference
B7.1	Training courses shall publish a Trainee's Handbook (which could be electronic) that has clear information on all aspects of the course. This must include what is expected of students, the length and timeframes of courses, a definition of supervised practice with clients, details of course requirements, curriculum and modes of assessment.	CPCAB requires all training centres to publish a Student Handbook which clearly provides information on all aspects of the course.

	<b>Staffing and Resources</b>	Documentation reference
B8.1	Training organisations must identify a named individual responsible for leading the programme. UKCP accredited courses must be led by appropriately qualified and experienced individuals, as defined by the relevant college/organisational member.	All groups are registered under a named tutor/ tutors who are appropriately qualified to teach the relevant qualification.
B8.2	Training courses must have an acceptable number of appropriately qualified and experienced staff in place to deliver the program effectively:	CPCAB stipulates the minimum number of tutors for each qualification level and groups cannot be registered unless those requirements are met.
a)	This will mean that normally the majority of training staff are UKCP registered.	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre.
b)	This includes having a contingency plan for the sudden loss of a member of staff, including ensuring that an acceptable staff to student ratio is maintained.	CPCAB requires all centres to have a contingency plan in place as a condition of approval to deliver our courses.
B8.3	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that staff have an appropriate combination of relevant knowledge, experience, qualifications and technological methods, to deliver the elements of the training for which they are responsible.	CPCAB' Guide to Tutor Qualifications and Experience details the knowledge, experience, qualifications that are needed to deliver our qualifications.
B8.4	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have and operate relevant criteria and procedures for selecting staff and maintaining records of how selection criteria were met at appointment	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre.
B8.5	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must be able to evidence how they monitor diversity and equalities in relation to applicants and	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre.

	appointed staff. In addition, organisations must have appropriate strategies in place to respond in a way that is reasonable and proportionate to the information provided by that monitoring.	
B8.6	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must make appropriate provision for continuing staff development.	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre.
B8.7	Appropriate support and documentation must be provided to all staff and appropriate records kept of staff contracts, appraisals and performance issues.	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre.
B8.8	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have policies in place which govern the extent and the type of technologies that are to be used in the delivery of training, for example the internet. Normally, distance teaching and learning using these technologies must not exceed 40 per cent of the total contact time. Distance teaching and learning technologies must not be used prior to face-to-face contact and a learning relationship has been established.	Please see the <a href="#">CPCAB Quality Framework for Online Delivery</a>
B8.9	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must demonstrate that they have appropriate learning and pastoral support and facilities, to ensure the well-being and welfare of students, trainees and staff and that these are relevant, adequate and accessible.	Centres must demonstrate all these requirements as part of the CPCAB approval process.
B8.10	Training provision must be congruent with current best practice and all relevant legislation.	This is checked by CPCAB at the centre approval stage but is an ongoing centre responsibility.
B8.11	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that the resources provided to students, trainees and staff are adequate to effectively support the learning, development and teaching activities for the programme. These normally include access to periodicals and subject books and internet/IT facilities as appropriate. Resources must be appropriate to the curriculum and readily available to students, trainees and staff.	This is checked by CPCAB at the centre approval stage but is an ongoing centre responsibility.

<b>Assessment</b>	<b>Documentation reference</b>
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B9.1	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall have a properly constituted body for assessing students and trainees	CPCAB's Ofqual, CCEA and Qualification Wales regulated qualifications are internally assessed by approved tutors, and externally assessed by CPCAB's assessors and moderators.
B9.2	The modes of assessment (practical and academic) and the assessment criteria, must be clearly set out and made available to students and trainees.	The modes of assessment and assessment criteria for TC-L4 and PC-L5 are clearly set out in the qualification specifications and tutor and candidate guides. <a href="#">TC-L4 Specification</a> <a href="#">TC-L4 Tutor Guide</a> <a href="#">TC-L4 Candidate Guide</a> <a href="#">PC-L5 Specification</a> <a href="#">PC-L5 Tutor Guide</a> <a href="#">PC-L5 Candidate Guide</a>
B9.3	There must be a range of modes of assessment and scope for reasonable adjustments to address different learning styles and take into account learning needs.	It is expected that centres will use a range of modes of assessment, these being tutor observation, peer witnessing and testimony from agencies, supervisors and peers, and documentary evidence. Centres are required to apply their reasonable adjustment policies where necessary to remove barriers to learning and assessment. Centres can seek guidance on the application of reasonable adjustments from CPCAB and via guidance documentation provided on the CPCAB website.
B9.4	Assessment modes must include a significant research-informed project which may be a case study, literature review, or a piece of primary research	Centres set their own coursework but must ensure that their candidates meet the following criteria: <b>L4:</b> 6.1.3 <b>L5:</b> 5.4, 6.2, 6.4
B9.5	Assessment must be linked to clearly set out generic and college-specific learning outcomes relating to the knowledge base, counselling skills and context of practice	The qualification specifications set out the learning outcomes for each qualification. In addition, it is expected that centre handbooks will set out their specific requirements.
B9.6	The assessment objectives are to ensure clinical and professional competency within the context of a chosen theoretical model and sound ethical practice.	Counselling supervisors provide a minimum of one supervisor's report. These are used as evidence in the

	The modes of assessment and the criteria for assessment must relate to these objectives. Assessment must at some point include input from the counselling supervisor.	form of testimony and candidates can claim criteria if the tutor is satisfied that these have been met.
B9.7	Assessment design must be fair to candidates and consistent across different orientations and training routes.	In order to comply with Ofqual's General Conditions of Recognition (Section G – Setting and delivering the assessment) CPCAB must ensure that assessment design is fair and consistent. CPCAB's assessment design is also regulated by CCEA and Qualification Wales.
B9.8	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must make provision for assessments (both theory and practice) to be independently verified. This must be carried out by practitioners qualified and experienced in the theoretical model being taught. They may be an external examiner.	All candidate portfolios are externally verified by appropriately qualified and experienced practitioners. External assessment case reviews are also assessed and moderated by appropriately qualified and experienced practitioners.
B9.9	UKCP Organisational Members that train Psychotherapeutic Counsellors must make provision for preparing and training assessment staff, and provide opportunities for regular organisational development of assessment skills.	CPCAB standardises tutor assessment every year. It is expected that tutors will attend standardisation every two years, and that in the intervening years the exercises are cascaded to them by colleagues who have attended that year's standardisation events. External assessment assessors and moderators are standardised during every assessment window.
B9.10	Students and trainees must be provided with sufficient regular feedback to allow them to assess their own strengths and developmental needs	The external verification process ensures that tutors are assessing at the correct level for the qualification and that they are providing their candidates with developmental feedback.
B9.11	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must have published appeal procedures in the event of disagreement over assessment.	Training centres must have published complaints and appeals policies in order to be approved to deliver CPCAB qualifications.
B9.12	Assessment procedures must be designed to ensure that students and trainees can demonstrate fitness to practise as a Psychotherapeutic Counsellor.	This is embedded in assessment throughout both TC-L4 and PC-L5.
B9.13	Assessment methods must measure that students/trainees achieve learning outcomes relevant to safe, effective practice as a psychotherapeutic counsellor.	All TC-L4 and PC-L5 learning outcomes measure candidates' fitness to practice. TC-L4 is recognised as a benchmark

		qualification for entry to the therapeutic counselling profession.
B9.14	All assessment measures must be consistent with an effective and rigorous process through which it is possible to demonstrate compliance with external reference frameworks at graduate level or equivalent.	TC-L4 and PC-L5 are Ofqual, CCEA and Qualifications Wales regulated qualifications which means that all assessment measures are effective and rigorous. On the Regulated Qualifications Framework PC-L5 is equivalent to Foundation degree, Diploma of Higher Education and Higher National Diploma level.
B9.15	Assessments measuring student and trainee performance must be an integral element of the wider process of evaluation, monitoring and development. It must employ objective criteria in addition to any relevant qualitative measures. Records of progress and achievement must be kept	Candidates are continually assessed throughout the qualifications and collate a portfolio of evidence that demonstrates their progress and achievement.
B9.16	In order to enter the UKCP register, students on UKCP-accredited trainings need normally to pass all elements of the course. Aggregate or aegrotat award cannot provide eligibility for admission to the UKCP register.	Candidates need to pass all elements of their course in order to be certificated.
B9.17	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must be able to demonstrate how their systems and practices assure that relevant standards for assessment are in place, can be measured, and are achieved.	This is a centre responsibility, but CPCAB external verification ensures that relevant standards for assessment are in place.
B9.18	The expectations relating to a psychotherapeutic counsellor's role as a professional in relation to their practice must be embedded in the assessment processes for both theoretical and practice elements of training.	A focus on professional practice is embedded in TC-L4 and PC-L5. This is evidenced by the criteria that refer to professional and ethical practice. These criteria are assessed both theoretically and through candidates' clinical practice.
B9.19	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must ensure that their handbooks or guidance documents clearly cover:	
a)	The assessment requirements for progress within and between each stage of the programme.	These are clearly stated in CPCAB's tutor and candidate guides, and in centre handbooks.
b)	The assessment requirements for measuring achievement within the training.	These are clearly stated in CPCAB's tutor and candidate guides, and in centre handbooks.
c)	The assessment requirements for determining fitness to enter the UKCP Register.	N/A



d)	Clear procedures for students and trainees to appeal in relation to assessment procedures or outcomes, and through which students and trainees may raise concerns or complaints about the assessment procedures or criteria or their operation.	It is expected that these are clearly outlined in centre Complaints and Appeals policies.
e)	The appointment of at least one suitably qualified and experienced external examiner (including relevant guidance to support appropriate contact by students and trainees with the examiner, where relevant).	As an awarding organisation, CPCAB functions as an external examiner.

	<b>Qualifications and Registration</b>	<b>Documentation reference</b>
B10.1	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall specify whether qualification coincides with recognition of candidates as eligible for registration by UKCP.	This will be determined by the Psychotherapeutic Counselling and Intersubjective Psychotherapy College
B10.2	Where qualification and registration do not coincide, organisations must specify what further professional development is required for registration.	This will be determined by the Psychotherapeutic Counselling and Intersubjective Psychotherapy College
B10.3	The definition of such further professional development might include considerations relating to the nature of supervision and the range, quantity and intensity of practice and/or study.	This will be determined by the Psychotherapeutic Counselling and Intersubjective Psychotherapy College
B10.4	Where qualification and registration do not coincide, the process of assessment of readiness for registration shall correspond in general to the requirements of Section 9 above.	This will be determined by the Psychotherapeutic Counselling and Intersubjective Psychotherapy College
B10.5	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must demonstrate how the learning outcomes associated with their accredited training(s) support graduates in meeting the UKCP's and relevant UKCP college/organisational member standards of proficiency for registration.	The Psychotherapeutic Counselling and Intersubjective Psychotherapy College will be able to advise on this.

	<b>Continued Professional Development</b>	Documentation reference
B11.1	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall demonstrate a commitment to lifelong learning.	Candidates applying for UKCP registration as a psychotherapeutic counsellor will need to demonstrate their commitment to lifelong learning in their application.
B11.2	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings shall demonstrate an understanding of the need for monitoring practice for the best protection of the public.	Candidates applying for UKCP registration as a psychotherapeutic counsellor will need to demonstrate their understanding of the need to monitor their practice in their application.
B11.3	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings should make provision for an ongoing graduate body either as an integral part of the organisation or clearly linked to it.	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre.
B11.4	UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings must encourage their graduates actively to consider their continuing professional development needs.	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre. In addition, candidates will need to evidence their continuing professional development in their application.

	<b>Specific Training</b>	Documentation reference
B12.1	If a training intends to qualify students to work with a particular client group/issue for which specific SETs have been created by UKCP then these SETs must be met.	The Psychotherapeutic Counselling and Intersubjective Psychotherapy College will be able to advise on this.
B12.2	The onus is on UKCP Organisational Members that train Psychotherapeutic Counsellors or accredit psychotherapeutic counselling trainings to be explicit regarding limits of ethical practice and the ensuing responsibility of the practitioner to recognise the additional needs of specific client groups in order to identify additional specialist training requirements.	Candidates wanting to gain UKCP registration as a psychotherapeutic counsellor will need to confirm this with their training centre. In addition, candidates will need to demonstrate how they may have identified any additional specialist training requirements in their application.
B12.3	The onus is on training organisations to be explicit as to the emphases of their base training in order to ensure that students will understand their limits of practice in such areas as theoretical approach and method of delivery.	Centres should be explicit about the core modality of their training from the outset, and to communicate this to their learners.

UKCP also require that training organisations must have an available, appropriate and up-to-date:

- Social media policy
- Data management and retention policy
- Safeguarding policy that fits with generic and college specific requirements and those of the setting(s) that their graduates work in
- Appeals policy
- Complaints procedure (for complaints against trainees, tutors and supervisors)
- Complaints procedure (for complaints against the organisation)
- Grievance procedure
- Health and safety policy
- Diversity and equality policy
- APL/APEL policy
- Code of Ethics and Practice
- CPD policy (*CPCAB August 2024*)