

This mapping document provides a comprehensive overview of how **SCoPEd** competences in Column A map to the Assessment Criteria of the **SEG Awards Level 4 Diploma in Therapeutic Counselling 603/5029/5**. The document further identifies competencies **NOT** aligned within column A and providers are reminded that it is the responsibility of the candidate to ensure they have the necessary competences to work safely and ethically.

Note: Where there are gaps in an individual's competence, these can be addressed through CPD and/or post-qualifying training. Please refer to the foot of this document for additional information.

The document also identifies where **SCoPEd** competences align with any additional SEG Awards L4 Diploma in Therapeutic qualification requirements. The competencies will be evidenced through knowledge, skills and behaviours but may also be evidenced in the following documents:

- > Placement Feedback Report
- > Supervision Feedback Report
- > Combined Client and Supervision Logs
- > Additional Evidence Support Form



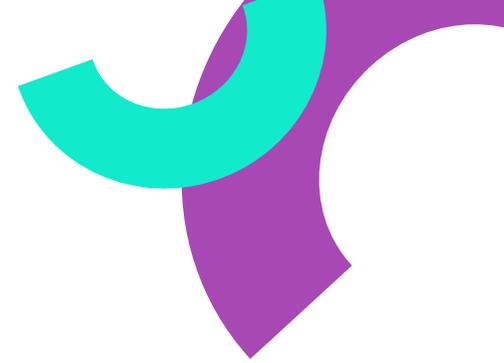
SCoPEd Professional Framework Competence	SEG Awards Qualification Guide – location of linked assessment criteria. Example P21 - 1.1.1 This denotes page 21, Unit 1, assessment criteria 1.1
Theme 1: Professional Framework Competence	Evidence of location for linked assessment criteria within qualification guide
1.1.A Knowledge of and ability to operate within professional, legal and ethical frameworks	P12-1.2.1 P12-1.2.2 P12-1.2.3 P12-1.2.4 P12-1.2.5 P24-7.1.1 P24-7.2.1 P24-7.5.1 P24-7.5.2
1.2.A Ability to understand and apply the Equality Act and other relevant legislation to practise safely and ethically within the law	P13-1.3.1 P18-4.1.3 P18-4.2.1 P20-5.3.2 P25-7.5.2
1.3.A Ability to negotiate, maintain and review an appropriate contract with the client or patient, taking	P18-4.1.3 P18-4.2.1



account of timing, practice setting and duration of therapy, ensuring that the client's or patient's consent is explicitly informed and freely given	P19-4.2.3
1.4.A Ability to create regular opportunities for the client or patient to review and feedback their experience of the therapy	P18-4.1.4 P18-4.1.5 P19-4.2.3 P24-7.2.1 P25-7.5.1
1.5.A Ability to protect the confidentiality and privacy of clients or patients from unauthorised access or disclosure by informing them in advance about any reasonably foreseeable limitations of confidentiality and privacy	P18-4.2.1 P25-7.5.2
1.6.A Ability to provide and maintain a secure framework for both therapist and clients or patients, in terms of meeting arrangements and the therapy setting	P13-1.3.1 P13-1.3.2
1.7.A Ability to evaluate own work within an ethical framework and apply the framework to resolve conflicts and ethical dilemmas	P12-1.2.1 P12-1.2.2 P12-1.2.4 P13-1.2.5



<p>1.8.A Ability to address and respond to ethical dilemmas and recognise when to consult with supervisor and (or) other appropriate professionals</p>	<p>P12-1.2.4 P13-1.2.5 P13-1.4.1 P25-7.4.1 P25-7.4.2 P25-7.5.1</p>
<p>1.9.A Ability to work with ethical difficulties and dilemmas, including addressing and resolving contradictions between different codes of practice and conduct, or between ethical requirements and work requirements</p>	<p>P12-1.2.4 P13-1.2.5 P25-7.5.1</p>
<p>1.10.A Ability to incorporate equality awareness and consideration of diversity of client's or patient's identity, culture, language, values and worldview into ethical decision-making</p>	<p>P15-2.1.1 P15-2.2.1 P15-2.2.2 P15-2.2.3</p>
<p>1.11.A Ability to establish and maintain appropriate professional and personal boundaries in online relationships with clients or patients by ensuring that:</p> <p>a) reasonable care is taken to separate and maintain a distinction between personal and professional presence on social media where this could result in harmful dual relationships with clients or patients</p> <p>b) any public, online communication is carried out in a</p>	<p>Dependent upon Tutor delivery this could be covered in the current Unit 1, Professional & Organisational Issues. However, at present this competency isn't specifically referred to in our qualification guide and will be aligned within any new development</p>



<p>manner consistent with own ethical framework or code of practice</p>	
<p>1.12.A Ability to manage and respond appropriately to the practical and ethical demands of all forms of technologically mediated therapy and communication</p>	<p>Dependent upon Tutor delivery this could be covered in the current Unit 1, Professional & Organisational Issues. However, at present this competency isn't specifically referred to in our qualification guide and will be aligned within any new development</p>



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Theme 2: Assessment Competence	Evidence of location for linked assessment criteria within qualification guide
2.1.A Ability to make an initial and ongoing assessment of the client’s or patient’s problems and suitability for therapy being offered	P12-1.1.1 P12-1.1.2 P13-1.5.1 P13-1.5.2 P17-3.2.2
2.2.A Ability to establish agreement on the therapeutic work which attends to the needs of the client or patient, the skills of the therapist and the time available	P18-4.1.2 P18-4.1.3 P18-4.1.4 P18-4.1.5 P18-4.1.6
2.3.A Ability to recognise own professional limitations, and in collaboration with clients or patients and other professionals as appropriate, manage the process of referral during assessment and throughout therapy	P13-1.3.3 P17-3.2.2 P19-4.2.2 P19-4.2.3 P25-7.5.2



<p>2.4.A Ability to assess the client's or patient's suitability for technologically mediated therapy</p>	<p>Dependent upon Tutor delivery this could be covered in the current Unit 1, Professional & Organisational Issues & the current Unit 4, Advanced Counselling Skills. However, at present this competency isn't specifically referred to in our qualification guide and will be aligned within any new development</p>
<p>2.5.A Ability to draw upon knowledge of common mental health problems and symptoms of psychological distress (with due understanding of cultural norms) during assessment and throughout therapy</p>	<p>P12-1.1.1 P13-1.5.1 P13-1.5.2 P15-2.1.1 P15-2.2.1 P15-2.2.2 P18-4.2.2</p>
<p>2.6.A Ability to understand core issues relating to the role of psychiatric drugs, dependence and withdrawal and the implications these have for clients or patients in therapy</p>	<p>This competency isn't in our qualification guide and will be aligned within any new development. This competency could possibly be gap-filled in the current unit 1 Professional & Organisational Issues where mental health issues are covered</p>
<p>2.7.A Ability to work within own scope of practice and professional limitations and manage the process of referrals where appropriate</p>	<p>P12-1.2.2 P13-1.3.1 P13-1.3.3 P19-4.2.3 P25-7.5.1 P25-7.5.2</p>
<p>2.8.A Ability to make initial and ongoing risk assessments regarding clients' or patients' and (or) others' safety, and</p>	<p>P12-1.1.1 P12-1.1.2</p>



comply with safeguarding guidance, appropriate to the therapy setting taking into account own limits of competence	P13-1.3.1
<p>2.9.A Ability to collaborate with clients or patients and (or) others as appropriate to assess risks, needs and strengths when working with imminent and ongoing:</p> <ul style="list-style-type: none"> > suicidal ideas and (or) behaviour > self-harming ideas and (or) behaviour > risk of harm to clients or patients from third parties e.g. situations of domestic abuse 	<p>P12-1.1.1 P12-1.1.2 P13-1.5.1 P13-1.3.3 P19-4.2.3 P25-7.5.1 P25-7.5.2</p>
<p>2.10.A Ability to contain clients or patients when in crisis by providing information about self-care strategies and making clear arrangements for future meetings or contact</p>	<p>P13-1.5.2 P19-4.2.3</p> <p>Note – an experienced tutor may incorporate this into the criteria that has been referred to here but will be aligned within any new development.</p>
<p>2.11.A Ability to make an initial and ongoing assessment of the risks for both parties specific to the environment of technologically mediated therapy</p>	<p>At present this competency isn't referred to in our qualification guide and will be aligned within any new development</p>



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Theme 3: Therapeutic Relationship Competence	Evidence of location for linked assessment criteria within qualification guide
3.1.A Ability to understand the central importance of the role and purpose of the therapeutic relationship within the therapeutic approach	P17-3.1.1 (dependent upon which theory is taught) P17-3.1.2 P18-4.1.2 P19-4.3.1
3.2.A Ability to demonstrate personal qualities associated with supporting a strong therapeutic relationship including: <ul style="list-style-type: none"> > showing appropriate levels of empathy, warmth, concern, confidence and genuineness, matched to the client’s or patient’s need > experiencing and communicating a fundamentally accepting attitude > being respectful, non-judgmental, and approachable with an ability to establish rapport > being flexible and allowing the client or patient to discuss issues which are important to them 	P18-4.2.2 P19-4.2.3
3.3.A Ability to explore with the client or patient and reflect upon the impact that diversity of their identity,	P15-2.1.1 P15-2.2.2 P19-4.2.2



<p>culture, language, values and worldview (including protected characteristics) has upon the relationship and the therapeutic process, and use this shared understanding in ongoing work</p>	
<p>3.4.A Ability to reflect on and understand the impact of working with a third party present in the therapy sessions (e.g. as translator, interpreter, signer, carer)</p>	<p>At present this competency isn't referred to in our qualification guide and will be aligned within any new development</p>
<p>3.5.A Ability to communicate empathy, sensitivity, acceptance, openness and curiosity towards all aspects of diversity and respond in a way that shows an understanding of the client's or patient's perspective</p>	<p>P19-4.2.2</p>
<p>3.6.A Ability to work therapeutically with issues of diversity and intersectionality, taking account of the different dimensions of diversity within a person</p>	<p>P15-2.1.1 P15-2.2.2 P15-2.2.3 P19-4.2.2</p>
<p>3.7.A Ability to value and understand the person within their unique context including, but not limited to, their family, social, community and cultural setting alongside their personal history and sense of identity</p>	<p>P15-2.1.1 P15-2.2.1 P15-2.2.2</p>
<p>3.8.A Ability to establish and hold appropriate boundaries, creating and maintaining a collaborative relationship rooted in courtesy and respect</p>	<p>P19-4.2.1 P19-4.2.2 P19-4.2.3</p>



3.9.A Ability to be responsive to the client's or patient's agenda, focus, therapeutic needs and pace	P18-4.2.2 P19-4.2.3 P19-4.2.3
3.10.A Ability to recognise, understand and work with issues of power and how these may affect the therapeutic relationship	P15-2.3.2 P16-2.3.3 P16-2.3.4
3.11.A Ability to explore the client's or patient's expectations and understanding of therapy and the relationship with the therapist	P18-4.1.2 P18-4.1.3 P18-4.2.1
3.12.A Ability to agree a shared understanding of the purpose, nature and process of therapy and the therapeutic relationship with the client or patient	P18-4.2.1 P18-4.2.3
3.13.A Ability to establish, sustain and develop the therapeutic relationship and to engender trust and authentic connection	P18-4.2.1 P18-4.2.2
3.14.A Ability to form an empathic connection which communicates understanding of the client's or patient's experience	P18-4.2.1 P18-4.2.2
3.15.A Ability to enable the appropriate discussion of and (or) expression of the client's or patient's emotions, and	P18-4.2.2



understand and respond therapeutically to the emotional content of sessions	
3.16.A Ability to be aware of and manage own emotional or physical responses to the client or patient	P13-1.3.2 P13-1.4.1 P18-4.2.2 P20-5.3.1
3.17.A Ability to recognise how breaks and holidays may affect the therapeutic relationship and process, and make appropriate arrangements for clients or patients to seek support in case of emergency	There are several criteria as detailed below where this competency could be covered but at present it isn't referred to in our qualification guide but will be aligned within any new development P13-1.3.1 P13-1.3.2 P13-1.4.1 P13-1.4.2 P13-1.4.3 P24-7.2.1 P24-7.5.1 P24-7.5.2
3.18.A Ability to be open and aware that the client or patient may have an unspoken agenda	There are several criteria as detailed below where this competency could be covered but at present it isn't referred to in our qualification guide but will be aligned within any new development



	<p>P24-7.4.1 P24-7.4.2 P24-7.5.1 P24-7.5.2</p>
<p>3.19.A Ability to reflect on and tolerate uncertainty, responding therapeutically while maintaining appropriate boundaries</p>	<p>There are several criteria as detailed below where this competency could be covered but at present it isn't referred to in our qualification guide but will be aligned within any new development</p> <p>P18-4.2.2 P19-4.3.1 P19-4.3.2 P19-4.3.3 P19-4.3.4</p>
<p>3.20.A Ability to attend to, reflect on and respond to the client's or patient's verbal and nonverbal communication as part of the therapeutic process</p>	<p>P18-4.2.2 P18-4.2.3</p>
<p>3.21.A Ability to recognise and respond to difficulties or ruptures in the therapeutic relationship</p>	<p>P18-4.2.2</p>
<p>3.22.A Ability to make professional arrangements in the event of a sudden or unplanned break or ending and communicate the arrangements to the client or patient</p>	<p>P12-1.2.2</p>



<p>3.23.A Ability to foster and maintain a good therapeutic relationship including:</p> <ul style="list-style-type: none"> > capacity to recognise and address threats to the therapeutic relationship > ability to recognise and respond when strains in the relationship threaten the progress of therapy > ability to use appropriate interventions in response to disagreements about tasks and goals > being aware of possible responses and meanings for the client or patient if the therapist takes external action (e.g. when needing to implement risk management procedures) > ability to address difficulties related to equality, diversity, and inclusion in order to repair any damage to the therapeutic relationship 	<p>P15-2.1.1 P15-2.2.2 P15-2.3.2 P16-2.3.3 P18-4.2.1 P18-4.2.2</p>
<p>3.24.A Ability to clearly communicate about endings with the clients or patients, and work to ensure these are managed safely and appropriately</p>	<p>P18-4.1.4 P18-4.1.5 P18-4.2.1 P19-4.2.3</p>
<p>3.25.A Ability to end a session appropriately</p>	<p>P19-2.2.3</p>



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Theme 4: Knowledge and Skills Competence	Evidence of location for linked assessment criteria within qualification guide
4.1.A Ability to articulate the rationale and philosophy underpinning own therapeutic practice	P17-3.1.1 P20-5.1.1 P20-5.4.4
4.2.A An understanding of and the ability to apply the theory and practice of therapy from assessment to ending including knowledge of: <ul style="list-style-type: none"> > a model of person and mind > a model of gendered and culturally influenced human development > a model of human change and ways in which change can be facilitated > a model of therapeutic relationship > a set of clinical concepts to relate theory to practice 	P17-3.1.1 P17-3.1.2 P17-3.1.3 P17-3.1.4 P17-3.2.1 P17-3.2.2
4.3.A Ability to apply understanding of suicidal behaviours, and (or) self-harming behaviours, to work collaboratively with clients or patients	There are several criteria as detailed below where this competency could be covered but at present it isn't referred to in our qualification guide and will be aligned within any new development



	P12-1.1.2 P13-1.5.1 P13-1.5.2
4.4.A Ability to help the client or patient to become aware of recurring patterns in their relationships in order to facilitate therapeutic change	P17-3.1.2 P20-5.2.3
4.5.A Ability to recognise symptoms of trauma and acknowledge own limitations and level of competence in work with clients or patients showing such symptom	There are several criteria as detailed below where this competency could be covered but at present it isn't referred to in our qualification guide and will be aligned within any new development P13-1.5.1 P13-1.5.2
4.6.A Ability to understand and track the process of change within a core, coherent theoretical framework and adopt a stance as therapist in accordance with it	P17-3.1.2 P17-3.2.1 P17-3.2.2 P24-7.3.2 P24-7.5.1
4.7.A Ability to select and use appropriate therapeutic interventions and (or) responses	P17-3.1.2 P17-3.2.1 P17-3.2.2 P18-4.2.2 P24-7.3.1 P24-7.3.2



	P24-7.3.1 P25-7.5.1
4.8.A Ability to recognise, respect and work to support and enhance the autonomy of the client or patient	P17-3.1.2 P18-4.2.2
4.9.A Ability to use skills and interventions for the benefit of the clients or patients, that are consistent with underlying theoretical knowledge	P18-4.2.2
4.10.A Ability to invite the client's or patient's use of imagination to facilitate work towards therapeutic goals	P18-4.2.2
4.11.A Ability to reflect upon own identity, culture, values and worldview, and have the capacity to work and communicate authentically in a non-discriminatory and anti-oppressive manner	P15-2.2.3
4.12.A Ability to acknowledge diversity and explore the impact of discrimination, prejudice and oppression on mental health	P15-2.1.1 P15-2.2.2
4.13.A Ability to a) recognise when technologically mediated therapy effects a lowering of inhibition in either the client or patient and (or) the therapist and b) regulate	At present this competency isn't referred to in our qualification guide and will be aligned within any new development



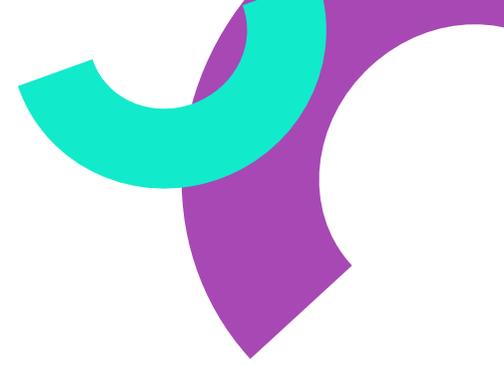
and understand the impact this has on the therapeutic relationship	
4.14.A Ability to understand the inter-relatedness of psychological and physical illness	At present this competency isn't referred to in our qualification guide and will be aligned within any new development
4.15.A Ability to understand the use of audit and evaluation tools to review own counselling work	P12-1.1.1
4.16.A Ability to understand, assess and apply research evidence to own practice	P22-6.2.1 P22-6.2.2 P22-6.3.1 P22-6.3.2 P22-6.3.3
4.17.A Ability to communicate clearly, appropriately and using understandable language with clients or patients, colleagues and other professionals providing and receiving information which may be complex, sensitive and (or) contentious	P18-4.2.2 The competency could be partially covered by the criteria detailed below but at present it isn't referred to in our qualification guide and will be aligned within any new development



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Theme 5: Self-awareness and Reflection Competence	Evidence of location for linked assessment criteria within qualification guide
5.1.A Ability to make use of personal development, self-awareness and supervision to reflect on, learn from and enhance therapeutic practice	P20-5.1.1 P20-5.1.2 P20-5.3.1 P20-5.3.2 P20-5.3.3 P21-5.4.1 P21-5.4.2 P21-5.4.3 P21-5.4.4 P21-5.4.5 P24-7.4.1 P25-7.4.2 P25-7.5.1
5.2.A Ability to use awareness of self during therapy to enhance the therapeutic process	P18-4.2.2 P19-4.3.1 P19-4.3.4 P24-7.3.2 P24-7.3.3 P24-7.4.1



	P25-7.4.2 P25-7.5.1
5.3.A Ability to reflect on aspects of own identity, culture, values and worldview that have most influenced 'self' and work on own preconceptions and bias	P15-2.2.3 P20-5.3.2 P20-5.3.3
5.4.A Ability to understand the significance and impact of own identity, culture, language, values and worldview in work with clients or patients	P20-5.3.2 P24-7.4.1 P25-7.4.2
5.5.A Ability to monitor and evaluate fitness to practise, and maintain own self-care and wellbeing	P12-1.2.2 P13-1.3.1 P13-1.3.2 P25-7.5.1 P25-7.5.2
5.6.A Understand the importance of supervision, with the ability to contract for supervision and use it to address professional and developmental needs	P24-7.1.1 P24-7.4.1 P25-7.4.2
5.7.A Ability to evaluate learning from supervision and apply to ongoing practice	P25-7.4.2



The BACP have also advised/confirmed the following:

"The L4 SEG Diploma is a common qualification that we see and accept. Learners will be fine to apply for membership and then sit the CoP in the usual way."

"If a registered member's core training course did not incorporate all the column A competences, then it is the individual's responsibility to ensure they have the necessary competences to work safely and ethically. Where there are gaps in an individual's competence, these can be addressed through CPD and/or post-qualifying training. In this respect your suggestion of providing your providers with a mapping document to identify the relevant gaps and implement appropriate gap-filling measures where necessary may be helpful."