L4D in Therapeutic Counselling – 603/5029/5

Examiner standardisation meeting – 25th September 2026

This document highlights the findings from the latest examiner standardisation meeting. The details **MUST** be shared with your delivery teams and trainees. A link to this document is **here**.

Note:

Electronic Signatures – it has been agreed that Skills and Education Group Awards will no longer accept electronic signatures on **ANY** documentation after the **1st February 2027**. After this date, **ALL** signatures **MUST** be **'wet'** signatures.

Skills and Education Group Awards are in the process of revising their current documentation which will be made available to approved providers early 2027 if not sooner. For those trainees currently registered and on placement there is **NO** requirement for current documentation to be changed / replaced with the newly revised ones.

Counselling related communications – all Counselling related queries **MUST** be sent to awardscounselling@skillseduawards.co.uk

BACP Ethical Framework – the new BACP Ethical Framework for the Counselling Professions 2026 was launched in August 2026 and becomes mandatory **3rd November 2026.** Skills and Education Group Awards would like to confirm that all delivery teams **MUST** work in accordance with the new framework from this date.

Standardisation of assessment criteria.

Assessment Criteria 1.1 Placement and Supervisor Working Agreements – the following are common issues encountered which **WILL** result in a refer for this assessment criteria:

Working Agreements – all working agreements **MUST** be on the Skills and Education Group Awards templates. We will **NOT** accept any other formats of working agreements. If other formats are uploaded as well as the Skills and Education Group Awards agreements, these will **NOT** be considered.

All agreements **MUST** be signed and dated **prior** to the commencement of client work. Examiners will cross reference the client logs to ensure the correct individual detailed on the working agreements are signing off the logs. If any changes to placement mentors / managers or supervisors have been made, an explanation **MUST** be provided and / or a further working agreement be in place.

Assessment Criteria 2.1 Combined Client and Supervision Logs – the following are common issues encountered which **WILL** result in a refer for this assessment criteria:

Clients logs **MUST** be completed in full and displayed in date chronological order. The first page of the client logs **MUST** be completed with the trainee and tutor signatures and dated. The tutor is signing to say they have periodically checked the logs. **ALL** dates **MUST** be displayed as 01.10.2026 or 01/10/2026 and **NOT** as 1.10.26 or 1/10/26.

Placement managers / mentors and supervisors are only required to sign off the client logs at the end of each and every 28-31 day period unless trainees undertake more than one supervision session during any given period. There is **NO** requirement for each and every client session to be signed off by the placement manager / mentor or supervisor.

The trainee **MUST** have a **minimum** of 1.5 hours of supervision within the 28–31 day period.

NOTE: The **FIRST** 28-31 day period begins from the **FIRST** client session. Each subsequent 28-31 day period commences the day **AFTER** the minimum 1.5 hours of supervision has taken place.

NOTE: If supervision is split into **hourly** or **45 minute sessions**, the minimum 1.5 hours of supervision (i.e. The second supervision session) **MUST** take place within the 28-31 day period.

All client sessions **MUST** be dated in **full** as per the log guidance. A theme **MUST** be entered and the columns completed with the duration of the session and a running total of client hours in the appropriate columns.

Theme of the session – for trainees registered after **December 19th 2025** as per previously issued guidance there **MUST** be some variation of the theme and more

detailed themes. Examiners are **not** looking for long explanations, a few words will suffice. Examiners **DO NOT** accept 'initial assessments,' or 'introduction' as a theme.

Supervision sessions **MUST** be recorded with the date they took place, the duration of the session and whether it was Individual (I) or Group (G). If group supervision has taken place, it **MUST** be recorded to detail how many supervisees were in the group, e.g. (G3). If there are 4 or less trainees in the group, the trainee can count half of the session time.

If there are more than 4 trainees in the group, the trainee **MUST** divide the session time by the number of people in the group. This determines how much supervision time trainees can claim.

If it is clear that the trainee has only had individual supervision throughout their placement (confirmed by the supervisor working agreement and supervisor feedback report) and the trainee has **NOT** put an (I) on the logs, examiners **WILL** accept it.

If the trainee appears to have had a mix of group and individual supervision, they **MUST** record either an (I) or a (G) on the supervision line.

If the trainee has more than one supervision session each month, examiners **MUST** ensure that they have the minimum of 1½ hours within the 28-31 day period. E.g. trainees **CANNOT** record one hour after a fortnight and then the next hour three weeks later as this will **NOT** meet the minimum requirement for the 28 – 31 day period.

Examiners **WILL** accept late supervision of up to 7 days on **one occasion only** as per the guidance, and there **MUST** be an explanation recorded on the foot of the log in the space provided. If there is no explanation examiners **WILL** refer and request one.

If the trainee goes beyond the 28-31 day requirement for supervision on more than one occasion examiners **WILL NOT** accept this, even if explanations are given.

If the minimum of 90 minutes supervision **DOES NOT** take place within the 28-31 day period, all client hours undertaken in that period will be discounted. ALL 'gaps' in placement or 'breaks' from placement **MUST** be clearly explained at the foot of the logs in the space provided.

All hours **MUST** be supervised and therefore supervision **MUST** be recorded on the logs at the end of the placement. If supervision isn't recorded after the 100 hours, the client hours since the last recorded supervision session **WILL** be discounted.

Trainees can have a mix of face to face and remote supervision. If trainees wish to undertake **ALL** of their supervision sessions remotely this **MUST** have been agreed with Skills and Education Group Awards in advance of any client hours being accrued. If approval is given by Skills and Education Group Awards examiners **WILL** be informed of

this prior to the submission on ATOM being allocated to an examiner. If approval is **not** sought by the centre and approval given by Skills and Education Group Awards the client logs **WILL** be referred.

If any client or supervision hours have been conducted remotely, trainees **MUST** upload the Additional Support Evidence Form in 3.1 to show what additional training and support they have received. If the form isn't uploaded, examiners **WILL** refer on that basis.

Assessment Criteria 3.1 – a **minimum** of 6 theoretical concepts **MUST** be outlined for **every** theory the trainee is stating they are trained in. If one of the theories is Person Centred, **one** of the concepts outlined **MUST** be the Six Necessary and Sufficient Conditions. If this concept isn't outlined, examiners **WILL** refer.

Assessment Criteria 3.2 – this criterion **MUST** be presented as a case study, in chronological order. Examiners **WILL NOT** accept theoretical concepts as sub-headings for sessions.

If a learner is trained in more than one theory but it includes Person Centred theory, the six necessary and sufficient conditions **MUST** be one of the concepts outlined in 3.1 and we would expect to see the core conditions applied across the sessions (it doesn't have to be all of them in every session) but the analysis can focus on application of the other theories if that is more appropriate to the theory case study.

Assessment Criteria 3.3 – trainees **MUST** evaluate the effectiveness of **every** concept they applied and analysed in 3.2.

NOTE: it is the theoretical concepts that are being evaluated as applied in practice rather than evaluation of the skills used to convey or work with the theoretical concepts. Trainees using the PCA and some using CBT are often referred as they only focus on the value of the counselling skills used.

Assessment Criteria 4.1 – two separate issues **MUST** be taken to **two** separate supervision sessions. Each issue **MUST** be explained before an explanation of how the issue was explored in supervision with examples of what was said. Following this, a thorough analysis of what was learned as a result of working with the issue in supervision is required.

It **MUST** be clear that the learning is as a result of what took place in supervision.

Assessment Criteria 4.2 – an evaluation of how the learning from supervision impacted on what was done with the client in subsequent client sessions, a **minimum** of **two**. What was done differently? How did it impact on the client and the trainee?

Assessment Criteria 5.1 – placement and supervisor feedback reports **MUST** be completed in **FULL**.

The supervisor **MUST** record on the first page of the report, how many client hours have been supervised. This **MUST** be a minimum of 100 on one report or add up to a minimum of 100 hours across the reports.

All sections of the supervisor report **MUST** be completed. The dates and durations of supervision sessions **MUST** be recorded in the appropriate section and these **MUST** correspond with the dates on the client logs.

Examiners **WILL** refer if dates are not included but they won't refer if durations are missing as long as the dates match the dates on the log and the duration of supervision sessions are on the client log.

At the end of the report, the supervisor is informed that if they sign the report, they are confirming they believe the trainee to be competent in their counselling practice. If there is any content within the report which suggests the supervisor in any way doubts the competence of the trainee, Skills and Education Group Awards and the Lead Examiner will be informed so a discussion and appropriate determination can be made and fed back to the centre.

All sections of the placement report **MUST** be completed in **full**. Each placement **MUST** be recording how many client hours have been conducted in that specific placement.

Assessment Criteria 5.2 – the trainee is required to evaluate their own development in each of the areas over the course of their placement practice.

Explaining what they do is **NOT** sufficient. The trainee **MUST** provide examples to evidence their developmental growth. More than **one** example is required.

For application of GDPR – the evidence **MUST** show knowledge of the content of the legislation and how the trainee has developed in applying this over the course of their placement. Reference to the Principles of the Act and how these are applied is good practice.

Additional Clarification / Guidance:

ATOM Submission / resubmissions – centres **MUST** ensure that trainees have completed and sign their ATOM submission prior to marking requests being made. If marking requests are submitted in advance of a trainee completing on ATOM then the deadline date may not be met.

Skills and Education Group Awards are **NOT** permitted to release trainee results on ATOM until the centre have acknowledged receipt of the result. Skills and Education Group Awards will **NOT** release or discuss results directly with trainees.

As per page 3 of the Learner User guide titled **Viewing examiner feedback** available from a registering centre / provider, trainees **MUST** adhere to the following:

When resubmitting any referred assessment criteria the new response **MUST** be resubmitted in **FULL** and placed **beneath** the original and in the same learner response box. It is **NOT** acceptable to merely update / edit the initial assessment criteria which has been referred as this **MUST** be visible to the examiner. Trainees **MUST** ensure that the new response is clearly separated from the previous as this will allow the examiner to identify the new response along with the previously referred. If any previously referred assessment criteria is edited / deleted then it **WILL** result in a refer.

As a suggestion, trainees **MAY** wish to add the following example text to accompany the resubmitted assessment criteria so the examiner can compare past and present criteria.

Example: 1st RESUBMISSION RESPONSE – add a date here which will clearly differentiate this response from other assessment criteria submissions.