Association of Christians in Counselling and Linked Professions

professional standards authority accredited register

ACCREDITATION APPLICATION
ACCREDITED COUNSELLOR

How to fill out your application



Guidance Notes
Standard Route (SCoPEd B)
2025 version

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Introduction and purpose

Accreditation is a way in which counsellors can formally evidence additional training and depth/breadth of experience in counselling practice. It is a widely recognised quality mark and represents a significant achievement on the path of professional development.

Accreditation with ACC is intended as a process where counsellors evidence advanced competence in counselling practice, and demonstrate awareness of the risks, issues, and opportunities associated with being a counsellor who is Christian. In all cases, applicants must be able to demonstrate that they comply with ACC's terms and conditions of membership and code of ethics and practice standards.

In addition, the Accreditation application is designed in such a way that applicants can evidence that they meet the competences and practice standards set out in the SCoPEd Framework, Column B, January 2022 (amended 2025) version. Most of the competences are embedded in the application and there is an additional section (Part 7) to cover any that an applicant can't cover adequately elsewhere.

To apply for accreditation, a counsellor first needs to be a registered member of ACC. Once registered, if members have an accreditation with another professional body they can apply to have that accreditation recognised by ACC (please see information on the next page). Alternatively they may be eligible for different routes to accreditation that will develop as part of the ongoing implementation of the SCoPEd Framework. These will be set out on ACC's website. This form is the Standard Route. Please contact us by emailing registrar@acc-uk.org if you have any questions.

Updated: June 2026

Standard accreditation application criteria

Please note these guidance notes are for those members who meet the criteria for ACC's Standard Accreditation route which this document sets out in detail.

Application forms for other routes to accreditation can be accessed on ACC's website members' area or by emailing registrar@acc-uk.org.

The following two criteria apply for counsellors wishing to apply for accreditation:

Qualifying criterion 1: Training

To apply for accreditation, registered members will have to have accumulated 450 hours of core counselling training. This will include qualifying training at a minimum of level 4 diploma which meets ACC's register membership conditions, set out here. Any shortfall in hours must be made up by including relevant prior learning (i.e. certificate level counselling training) and relevant post qualifying training courses. There is some allowance for including CPD training (up to 30 hours) in achieving this total.

Please contact us at registrar@acc-uk.org if you are unsure if your training meets these criteria.

Qualifying criterion 2: Practice

Counsellors will have completed 450 hours of supervised counselling practice. This can comprise of face to face, online, telephone, one to one, couples or families counselling.

How to apply

To apply for accreditation, you need to submit a completed accreditation application form, which is in several parts:

PART 1: Personal and professional details

PART 2: Counselling training
(Note: In this section you will be prompted to upload certificates)

PART 3: Counselling experience

PART 4: Supervision
(Note: In this section you will be asked to share the link to an online form with your supervisor. This is a compulsory part of your application so please ensure your supervisor completes it promptly)

PART 5: Table 1: SCoPEd (column B) competence mapping
(Note: You will be asked to download Table 1, enter your evidence and upload the completed document)

PART 6: Written assignments
(Note: In this section you will be prompted to upload your submissions)

PART 7: Supplementary information
(Note: there will be an opportunity to upload additional documents)

It can be helpful to carefully read through the online form to ensure you know what is required before beginning your application. We recommend that you enlist the support of your counselling supervisor in discussing and reviewing your application.

We hope that the process is clear from the application form, however, please contact us at registrar@acc-uk.org if you have any questions or concerns.

We encourage you to regularly save your form so responses are not lost. The SAVE button can be found at the bottom of each Section.

Fees

Fees for accreditation assessments are set annually. There is a variable charge for re-submission based on the extent of re-work required. Details about fees can be found on ACC's website, here.

Accreditation process

Submission

Please make sure that you have completed all parts of this accreditation application.

You will also need to provide:

- ☐ copies of certificates for all courses listed in 2.1 Core counselling training
- ☐ copies of certificates for all courses listed in 2.2 Post qualifying and specialist training
- ☐ copies of certificates for events listed in 2.3 Continuing professional development
- ☐ a completed copy of Table 1: SCoPEd Column B competence mapping
- ☐ a copy of your counselling contract as requested in Part 6, Assignment one
- ☐ a copy of your initial assessment form as requested in Part 6, Assignment one
- ☐ a copy of any outcome measurement tool, if applicable, in Part 6, Assignment one
- ☐ any supplementary documents in support of your application, in Part 7, Supplementary information

Please ensure all appendices containing additional documents are clearly labelled. For example, if you write 'see appendix 2' in your SCoPEd B competence mapping table 1 to evidence a competence, make sure that you have a file clearly named 'Appendix 2' which correctly guides the assessor to the right documentation. As there is often quite a lot of documentation that accompanies an application, if you do not clearly label the files, your application may be returned to you for amendments.

Once completed, all documents and any scanned documents are to be uploaded in the appropriate sections on the online application form. Ideally in pdf or jpeg format, where possible. Please do not print and send paper copies.

Reasonable adjustments

If you need any support in completing your accreditation application because of a disability that puts you at a marked disadvantage, please contact us at registrar@acc-uk.org with details of what would be helpful and why. We may ask for proof of why you require adjustments and if you do not have a formal assessment to evidence your needs, we will have a discussion to understand why you have not pursued one. We will do our best to support you where possible.

The use of artificial intelligence and plagiarism

The use of artificial intelligence (AI) is not permitted to help write the application form nor for taking part in a viva if one is required. Plagiarism (copying someone's work, e.g., from a book, or on online source, or asking/paying for someone to write for you) is also not permitted; the application and viva should be all your own work. You may use programmes to help you check your work, such as checking spelling and grammar using the Editor function in Microsoft Word, but you may not use AI to create or write any portions of your application, nor during the viva. ACC reserves the right to require applicants to attend a face-to-face viva. If you use a computer programme to support you with any additional needs and are unsure if the programme is AI, please contact ACC. All of the application process should be all your own work. If you have any questions about the use of AI or plagiarism, please contact ACC.

Accreditation assessment

When you submit your application, it will be initially checked to ensure that all the required information has been submitted and that your supervisor's reference has been received. It will then be passed to the assessment team, who will determine whether it satisfies the criteria set for accreditation.

Timescales will depend on a number of factors, including volume of applications and assessor availability. Normally, applications will be assessed within a three-month period, however the Registrar will contact you if this timescale is extended.

To pass your accreditation the assessors must be satisfied of three things:

1. You have evidenced the competences required in column B of the SCoPEd Framework (January 2022 (amended 2025) version) through the SCoPEd (column B) competence mapping task completed in Part 5: Table 1. This is assessed on a pass/fail basis.
2. You have demonstrated your ability to conceptualise your counselling approach/philosophy, evidenced through your case study and reflections in Assignment One and Two to a sufficient level of maturity. These written assignments are assessed on a pass/fail basis.
3. You have demonstrated awareness of the risks, issues and opportunities associated with being a counsellor who is Christian through critical reflection of the Churchill Framework. This is assessed on a pass/fail basis.

Viva

In marginal or borderline cases, where the assessors find it difficult to determine whether one or more aspects of the application satisfies the criteria for accreditation, a viva will be held via Zoom. A viva is a meeting between yourself and assessors where you can explain any aspect of your application that is unclear, and which the assessors will use to determine whether you have met the standard for accreditation. You will be given notice of the viva and the areas that the assessors would like to ask you questions about. You may pass the viva and achieve accreditation, or be asked to make minor amendments to your application in writing after the viva and resubmit, or be asked to resubmit your application with more significant amendments.

Although a viva may seem daunting to some people, it can be an opportunity for you to explain aspects of your application that need clarification or require a little more information in order to help the assessors reach a decision. However, you can decline the invitation to have a viva, in which case you will be requested to resubmit your application.

Re-submission

If your application for accreditation fails to meet the required standard, you will be given feedback and asked to re-submit. There is normally a variable charge for resubmission, which will be notified to you at the time, and is dependent on the amount of re-work to be done.

Failure after resubmission

If your application fails to meet the standard after re-submission, you need to wait for a minimum of twelve months before re-applying.

Achieving accreditation

You will be notified to say that you have achieved accreditation, and your membership status will change to accredited counsellor. This will appear on your register and your 'Find a Counsellor' entries on ACC's website. Your membership certificate will change to reflect your new status, and you can change any other directory listings or websites you have to say that you are an ACC accredited counsellor. Your name will be printed in the next edition of Accord journal to mark your achievement.

Please be aware that in line with other professional bodies your membership fees will increase at your next renewal point. You also have an obligation to ensure that you have the right amount of CPD and supervision for this membership category.

APPLICATION FORM: PART 1
Personal and professional details

You will be prompted to enter your personal and professional details using the fields on the online form. If you have any questions please contact registrar@acc-uk.org.

APPLICATION FORM: PART 2
Counselling training

You will be asked to list your counselling training courses, any post qualifying training courses you have completed and any CPD training you have undertaken.

2.1. Core counselling training
The training (or group of trainings) which having completed allowed you to join a membership body with an accredited register as a registered counsellor.

2.2. Post qualifying and specialist training
Anything you have done since you have qualified that has significantly broadened or deepened your skill set. These are courses lasting maybe 4-6 months to 2 years e.g., a post graduate diploma in attachment theory.

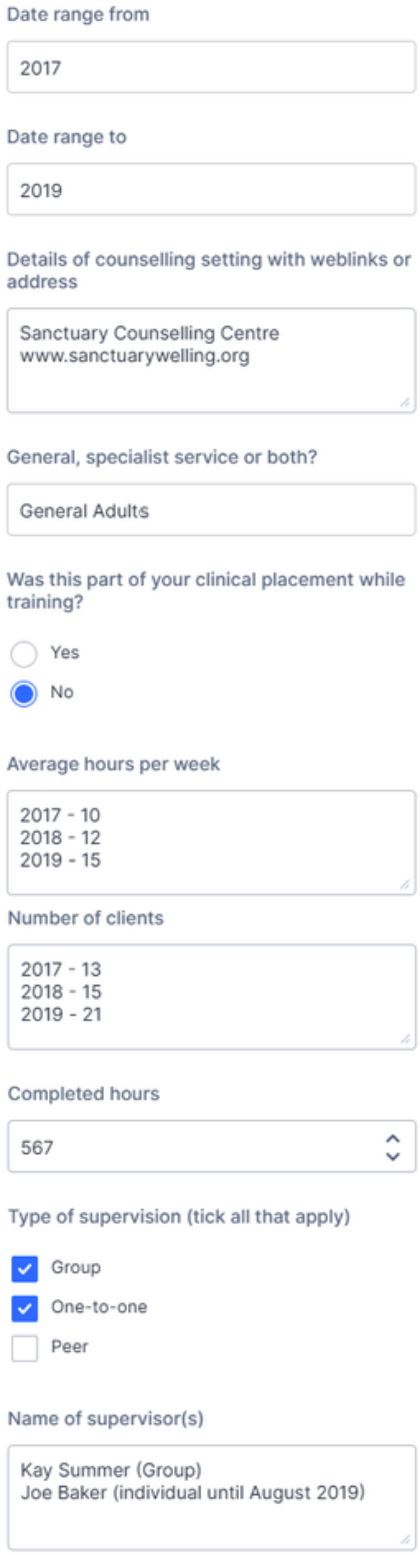
2.3. Continuing personal development training
This refers to training that is relatively short in duration <1 day - 5 days.

2.4 Other relevant education and training
This section is optional.

Please be prepared to upload your training certificates. If you have any difficulty with uploading your certificates please contact registrar@acc-uk.org.

APPLICATION FORM: PART 3
Counselling experience

You will be asked to list your counselling practice hours and details of practice setting, as well as listing your supervised counselling practice hours. See example below.



example : 3.1 Overview of your counselling practice by setting completed

If you need to add another counselling setting, select '**+Add Row**'

APPLICATION FORM: PART 4
Supervision



You will be asked to enter the details of your current supervision.

For estimated ratio of client hours to supervision, an example would be: one and a half hours of supervision per month for every fifteen client hours, increasing to two hours per month if the client load exceeds twenty client hours.

Please be prepared to ask your supervisor to complete the Supervisor Reference Form. The link for this form appears within section 4.4 or you can use the link below:

Supervisor reference form

If you have more than one current supervisor, please choose the supervisor who has supervised the majority of your counselling hours to complete this reference.

Note that ACC require you to have been meeting with your supervisor for at least 6 months such that they feel able to comment on your practice as per this reference. If this will prove to be an issue, please contact us on registrar@acc-uk.org.

APPLICATION FORM: PART 5
Table 1: SCoPEd Column B competence mapping

Introduction

The SCoPEd Framework, January 2022 version (amended 2025), Column B competences is available to download here. These are the competences that are the agreed standard for counsellor/psychotherapist accreditation across a number of accredited registers of counsellors (for example BACP and NCPS).

Part 5 requires completing the SCoPEd B competence mapping table, in which you highlight where you evidence each of the competences in your accreditation application. Although the table may seem daunting, it is placed here so that from the beginning of the process of completing your application, you can hold in mind what you must evidence in order to meet the standards for accreditation with reference to SCoPEd.

How to complete the table

As you complete your application, and especially as you write assignments one and two (Counselling Theory in Practice and Reflections on Areas of Professional Practice - detailed in Part 6), you will need to make clear to the assessor where you are evidencing one or more competences. One way of doing this is to indicate at the end of a section or sentence which competence/s you believe are being evidenced in your writing.

For example, you may wish to write about a rupture that you had with a client, and how you managed it for the benefit of the client through the therapeutic process. At the end of that section of writing, place in square brackets the relevant competence in this client work [3.21.B] and then return to the table and note where you have addressed the competence (see example below).

SCoPEd Ref	Description of Competence	Evidence Expected in	Evidence Found in	Part Seven Supplementary Information for Competence
3.21.B	Ability to make use of ruptures or impasses in the therapy as opportunities for expanding the understanding of the client's or patient's subjective experience of their difficulties	Part 6, Assignment 1 (Case Study) Assignment 2, Topic C (Supervision)	**Part 6, Assignment 1**	

example : Table 1: completed section: evidence found in

It could be that the experiences you draw from to write your Counselling Theory and Practice assignment or, if you chose that option, your reflection on supervision in assignment two, did not involve any ruptures. Then you would need to write a brief description of a rupture in the Supplementary Information section in Part 7 of the application, demonstrating how you meet the competence and indicate this on Table 1 (see example below).

SCoPEd Ref	Description of Competence	Evidence Expected in	Evidence Found in	Part Seven Supplementary Information for Competence
3.21.B	Ability to make use of ruptures or impasses in the therapy as opportunities for expanding the understanding of the client's or patient's subjective experience of their difficulties	Part 6, Assignment 1 (Case Study) Assignment 2, Topic C (Supervision)		X

example : Table 1: completed section

You will include information about your training and experience in the sections Part 2: Counselling training and Part 3: Counselling experience. However, you may wish to add an entry in Part 7 as Supplementary Information to give more detailed information of how you met the competences in your training and experience discussed in Part 2 or Part 3.

Finally, the "evidence expected in" the third column is intended to be a guide only. It's where we believe it is most likely that counsellors will be able to evidence the competence. However, you may be able to evidence a competence in another section of your application, which is not listed, for example, tell us about any relevant training. In this case, just record where you have evidenced the competence (see example below).

Please note that you can evidence a competence in more than one place.

SCoPEd Ref	Description of Competence	Evidence Expected in	Evidence Found in	Part Seven Supplementary Information for Competence
3.21.B	Ability to make use of ruptures or impasses in the therapy as opportunities for expanding the understanding of the client's or patient's subjective experience of their difficulties	Part 6, Assignment 1 (Case Study) Assignment 2, Topic C (Supervision)	Appendix 1; Assignment 2, topic A (Reflection on Faith & Counselling)	

example : Table 1: completed section

APPLICATION FORM: PART 6
Written assignments

Introduction and general guidance

The written assignments outlined below provide an opportunity for you to evidence the depth and breadth of practice required of an accredited therapist. They also allow you to evidence many of the SCoPEd Column B competences. Please refer to the table in Part 5 for details of all the SCoPEd Column B competences.

Three pieces of written work are required:

1. Assignment one: applicants must complete an extended piece of writing entitled "Counselling Theory in Practice" (3000-4500 words) and answer reflective questions
2. Assignment two: applicants must also choose two out of four topics, for reflective pieces of writing (500-1000 words each)
3. Brief evaluation: applicants must critically appraise the Churchill Framework (no word count and completed with bullet points only)

Assignments one and two: general overview
The first two assignments are structured pieces of writing and must be presented clearly so that the assessor can follow the logical flow of what you are attempting to explain and communicate.
Each of these assignments has a word count range in order to give flexibility and accommodate candidate preferences and writing styles. As long as the criteria are covered, candidates will not be penalised if their word count is in the lower range, or if they stray over the word count by up to 10%.

Assignment three: brief evaluation of the Churchill Framework
Owing to our faith identity, we expect all counsellors to have knowledge and understanding of the Churchill Framework, to ensure that our work with clients who wish to include and explore their religious faith and/or spirituality in therapy takes due account of both risks and opportunities.
The evaluation is an opportunity for you to review and reflect on the value of the framework in general and/or for your own practice setting.

Referencing the SCoPEd competences in your assignments
Please ensure that you read the assessment criteria before writing the assignments and take note of where SCoPEd competences might be evidenced (see Part 5 of the application form).

The preferred convention is for you to use [ref] with the SCoPEd competence reference number in the bracket at the end of the relevant sentence or paragraph. For example, by writing '[2.1.B]' at the end of a sentence or section which evidences the relevant competence.

Avoid grouping multiple competences together at the end of a section or paragraph (i.e., do not include '[2.1.B, 4.9.B, 3.13.Bi & 2.5.B]'). Instead, reference the specific competence just after the specific point you are making or specific description of an aspect of your clinical work that highlights the competence. The assessor will be able to see which points, descriptions, and reflections relate to which specific competences.

Please note there may be more than one place in your assignment and application where you can reference the same competence.

Marking the assignments
The assignments are marked by experienced assessors. Assessors will mark the assignments against the description and assessment criteria set out for each assignment, and all the written assignments are marked on a pass/fail basis. Each marking criterion for the assignments contributes equally to the overall assessment of an assignment, and each marking criterion must be passed for an overall pass of the assignment. Candidates who fail the accreditation assessment will be given detailed feedback and a timescale to re-submit. There will be a charge for re-submission.

Marking rubric table: Characteristics of a pass

As well as the specific marking criteria for each assessment, the written assignments will be assessed in the light of the general characteristics of written work that is a pass, fail, or borderline. A pass is required for each of the written assignments in order to gain accreditation. The table below outlines the characteristics at each of the levels.

Characteristics / Level	PASS	FAIL	BORDERLINE
Content and understanding	Includes relevant content that adequately addresses the assignment criteria and shows a good understanding of the key concepts and/or theories discussed.	Lack of sufficient relevant content. Inadequately addresses the required marking criteria and demonstrates a lack of understanding about most of the key concepts and/or, theories discussed.	Minimal or insufficient evidence of relevant content and/or minimal or insufficient understanding of key concepts and/or theories discussed.
Application of theory in practice	Good understanding of the application of theory in practice in a real world setting with some awareness of the potential complexities that may arise in counselling practice.	Lack of or poor understanding of the application of theory in practice in a real world setting with no awareness of the potential complexities that may arise in counselling practice.	Minimal or insufficient understanding of the application of theory in practice in a real world setting and/or minimal or insufficient awareness of the potential complexities that may arise in counselling practice.
Reflection and self-awareness	Evidence of a good level of self-awareness and ability to reflect on the counselling process.	Lack of self-awareness and lack of ability to reflect on the counselling process.	Minimal or insufficient level of self-awareness and/or minimal or insufficient ability to reflect on the counselling process.
Ethical awareness	Evidence of good awareness of the potential ethical complexities of counselling practice with a good ability to reflect on, manage, and work through the ethical dimension of counselling practice.	Lack of or poor awareness of the potential ethical complexities of counselling practice with no or poor ability to reflect on, manage, and work through the ethical dimension of counselling practice.	Minimal or insufficient awareness of the potential ethical complexities of counselling practice and/or limited or insufficient ability to reflect on, manage, and work through the ethical dimension of counselling practice.

Table 2: Marking rubric for written assignments

Making the most of the word count
In order to help you evidence your competences and meet the accreditation requirements, think about how much description you include in your assignments that may or may not be necessary. For example, in discussing the case study(ies) in the Counselling Theory in Practice assignment, you do not need to include a lengthy description about the client and their background as this could use up your word count unnecessarily. Instead, aim to only include what details you need to help you show you are meeting the criteria and evidencing the competences. Think about how you can use your word count effectively.

Assignment One: Counselling theory in practice

6.1 Full details and guidance

Word count
This assignment is in 3 sections.
The combined word count for sections 1 and 2 is 3000-4500 words.
There is no word count limit for section 3.
You will not be penalised for writing within 10% either side of the word count limit, but please ensure that you address each of the detailed points listed for the sections.
We suggest that you plan for section 1 to be no more than a third of your total word count for this assignment and use approximately two thirds of the word count on section 2.

Submission
Please note sections 1 and 2 need to be uploaded within the online application form. Please upload as a PDF document. Section 3 is completed within the online application form.

Marking
This assignment is marked on a pass/fail basis.

Headings
Alongside any other headings or subheadings you might want to use, please use the two section headings as shown below, including their associated word counts for sections one and two.

Section one: Introduction and context of practice (e.g., 1124 words)

Section two: Critical Reflections on Counselling Approach with Case Study(ies) (e.g., 2644 words)

Assessment criteria: Assignment one

The assignment will be marked using the following eight criteria, including criteria adapted from the SCoPEd B Competences:

- Ability to demonstrate knowledge of a coherent approach/philosophy of counselling, and consistency in the application of your theory to counselling practice
- Ability to critically appraise aspects of counselling theory and practice, including limitations relating to your competence, skills, knowledge, and constraints relating to the real-world situation of the client and the different settings that you practice within
- Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent, and in-depth theoretical approach
- Ability to conceptualise, evaluate and take account of a range of mental health problems, symptoms of psychological distress, functioning and coping styles (with due understanding of cultural norms), during assessment and throughout therapy
- Ability to devise or choose and use a comprehensive and appropriate risk assessment strategy
- Ability to reflect on and manage issues of power and/or authority experienced in the 'unconscious' or 'out of awareness' processes of the client as part of the therapeutic process
- Ability to critically reflect on the client's process to enhance the client's self-awareness and understanding of themself in relationship
- Ability to be aware of, and respond to, emotional shifts occurring in each session, with the aim of maintaining a level of emotional engagement appropriate for each client circumstance and client
- Ability to demonstrate the capacity, knowledge and understanding of how to select and adapt interventions and (or) approaches to respond to the needs of the client
- Ability to reflect upon the complex and sometimes contradictory information gained from clients or patients and to coherently describe their present difficulties and the potential origins using a clear theoretical model or approach

Thus, you must ensure that this assignment includes evidence of the following SCoPEd B competences (overleaf).

SCoPEd B competences

Theme 2	Assessment
2.1.B	Ability to use an initial and ongoing clinical assessment strategy that is informed by a consistent, coherent and in-depth theoretical approach
2.5.B	Ability to conceptualise, evaluate and take account of a range of mental health problems, symptoms of psychological distress, functioning and coping styles (with due understanding of cultural norms), during assessment and throughout therapy
2.8.B	Ability to devise and use a comprehensive risk assessment strategy
Theme 3	**Therapeutic relationship**
3.10.B	Ability to work with issues of power and authority experienced in the 'unconscious' or 'out of awareness' processes of the client or patient as part of the therapeutic process
3.13.Bi	Ability to critically reflect on the client's or patient's process to enhance the client's or patient's self-awareness and understanding of themself in relationship
3.13.Bii	Ability to be aware of, and respond to, emotional shifts occurring in each session, with the aim of maintaining a level of emotional engagement appropriate for each circumstance
Theme 4	**Knowledge and skills**
4.7.B	Ability to demonstrate the capacity, knowledge and understanding of how to select and adapt interventions and (or) approaches to respond to the needs of the client or patient
4.9.B	Ability to reflect upon the complex and sometimes contradictory information gained from clients or patients and to coherently describe their present difficulties and the potential origins using a clear theoretical model or approach

To effectively meet the above marking criteria, feel free to compare and contrast across different client groups or settings. For example, you may work slightly differently with bereavement than with depression and anxiety, and/or when in private practice rather than a third-party work setting.

Section one – Introduction and context of your practice
Section one is a summary account of the overall structure and context of your counselling practice and serves as an introduction to part two. This section should be 1000-1300 words or approximately one third of your overall word count.

Please set your practice in context giving:
1.1 a brief description of your current professional counselling work, including the setting(s) that you work in and the scope of your practice (client groups, general and specialist practice).

1.1 a) if in employment (including voluntary positions) critically appraise the given contract, assessment process (including risk assessment), outcome measures and supervision arrangements as they apply to one setting that you work in.

1.1.b) if in private practice set out the rationale for your approach to advertising, assessment (including risk assessment), contracting and formal or informal outcome measures, and supervision arrangements.

1.2 describe your self-care activities and comment on their value in maintaining your fitness to practice.

Contracts, assessments and outcome measures
Please include copies of all assessment processes/questionnaires and contracts (counselling agreements) and outcome measurement tools (if applicable) referenced above in your accreditation assignment one Counselling Theory in Practice.

Section two: Critical reflection on your counselling approach/philosophy in practice as a case study/ies of one or two clients
Section two is a critical reflection on your counselling approach in practice through critical discussion of one or two case studies. This section should be approximately 2000-2500 words – about two thirds of the overall word count.

Guidance
Using anonymised examples from your work with one or two clients (no more than two), choose aspects of your counselling practice that best help you meet the marking criteria listed above and evidence the competences. Choose, where possible, clients presenting with different histories and/or issues. Please note that you don't have to cover everything for both clients, but you can select the most appropriate case example in each case, to best respond to the criteria and illustrate your practice.
Include a concise and comprehensive understanding of your counselling approach/ model. Reflect on how your counselling approach/philosophy of counselling has developed post qualification as a result of further training and experience. Ensure that you critically appraise at least one other theory or approach.

Describe how you assessed presenting concerns in the light of the client/s history, your conceptualisation in each case of the most appropriate therapeutic approach and how this shaped your work with the client(s) and the outcomes.
Include aspects of the work that are listed in a-h below. These are offered as a guide to enable you to meet the marking criteria above and demonstrate the competences. You may choose to meet the marking criteria and demonstrate the competences in a slightly different manner.

- what challenges you experienced in developing a working alliance and/or therapeutic relationship and how these were overcome including reflections – making reference to unconscious and out of awareness processes and your own responses to the client.
- the rationale behind how you directed the focus of initial sessions and/or selected interventions, referring to published research where applicable.
- how you monitored progress, made adaptations / changes to stay aligned with the client's therapeutic goals.
- how you became aware of and managed any tensions and/or ruptures in the therapeutic relationship.
- how you monitored risks and considered opportunities for the client's growth.
- how you prepared for an ending.
- your use of supervision throughout the whole process.
- reflection on how issues of diversity and inclusion may have influenced your work with one or more of the clients.

Avoid simply describing what happened but aim to write in some depth, with evidence of some reasoning and reflection behind your actions/choices. Ensure you include some rationale about why you chose specific interventions or made particular choices in the counselling process. This will enable to you to write in some critical depth, showing your understanding of the various aspects of your counselling practice.

Section three: Critical reflection on your counselling and supervision notes and logs for the work discussed

Section three is completed within the application using the answer fields provided. Please note there is no word count for this section.

Assignment two: Reflections on areas of practice

6.2 Full details and guidance

Word count and guidance
Choose two topics to write about from the list of four below and write between 500-1000 words for each topic. You will not be penalised for writing within 10% either side of the word count limit, but please ensure that you address the questions raised.

Draw on different examples from those covered in assignment one and think about how you might be able to demonstrate you meet the SCoPEd competences.

Choose TWO reflections from those set out in A - D below
Please submit your reflections in two separate PDF documents including your name and the essay title. Please be prepared to upload your completed documents.

A. Reflection on religious faith and spirituality
Please write circa 500-1000 words about how your faith informs your approach/philosophy of counselling when working with religious and non-religious clients.

Assessment criteria:
- Evidence of critical reflection on the challenges and opportunities of integration faith/spirituality into counselling practice
- Evidence of awareness of potential ethical issues and/or dynamics of power that may arise in integrating faith/spirituality in counselling practice.

B. Reflection on an ethical dilemma
Please write circa 500-1000 words about an ethical dilemma you have experienced. Describe the problem and the process by which you worked through the dilemma, critically evaluating your chosen ethical decision-making model (if you adhere to one - or commenting on the lack of one).
The following questions may help you: What was the specific ethical dilemma? What advice and support did you seek, and what was most helpful to you? What tensions did you wrestle with in relation to competing advice/direction received from colleagues and your own feelings? On reflection, what did you learn through the process? Is there anything you might have done differently?

Assessment criteria:
- Evidence of ethical decision-making and appropriate support-seeking skills informed by or underpinned by the theoretical literature (e.g., a model of ethical decision making or counselling model)
- Evidence of knowledge of relevant UK legislation which needs to be taken into account in working through the ethical dilemma (if none, briefly state why not)
- Evidence of the ability to apply and critically reflect on the process of managing an ethical dilemma

C. Reflection on the use of supervision
Please write circa 500-1000 words critically evaluating your use of supervision.
In what ways does your supervision support your practice and your development as a counsellor? What insights have you gained that enhanced your practice and/or approach to counselling? Are there aspects of your current supervision arrangement that work less well, and if so, how might this be remedied?

Assessment criteria:

- Evidence of the ability to critically reflect on how supervision supports your clinical practice and professional development
- Evidence of the ability to critically reflect on aspects of supervision that may work less well, or are in need of improvement, and the ability to critically reflect on working through/resolving these issues

D. Reflection on issues of diversity and inclusion
Please write circa 500-1000 words about how you have actively sought to raise your awareness of issues of diversity and inclusion (taking as a guide one or more of the protected characteristics of the 2010 Equalities Act) as they apply to counselling practice.

Please describe any changes you have instigated, for example, adjustments you have made in your assessment processes and client work/therapeutic relationship to take account of issues of diversity and inclusion. How have you tested the effectiveness of these?

Assessment criteria:

- Evidence of how awareness of issues of diversity and inclusion in counselling practice and the therapeutic relationship has been raised, with reference to the Equality Act (2010)
- Evidence of the ability to respond to, work with, and review approaches to issues of diversity and inclusion in counselling practice

Assignment three: Evaluation of the Churchill Framework

6.3 **Questionnaire**

You will be asked to complete a questionnaire with 4 questions. A list of short points are acceptable for each of your answers. There is no specific word count for this section.

APPLICATION FORM: PART 7
Supplementary information

In this section you will be given the opportunity to include any supplementary information for SCoPEd B Competences not otherwise evidenced in your application. You can do this using the table within the form and there is an opportunity to upload further documents.

SUBMISSION OF APPLICATION
Checklist

Please use the checklist at the end of the form to confirm you have submitted all the answers and documentation required. If there are any sections that are not applicable, please leave unchecked.

Be sure to check your answers and uploads before submitting your form. Once you have submitted the form, you will not have the opportunity to make changes to your application.

If you need assistance, or have any further queries concerning this application, please contact registrar@acc-uk.org.

Thank you.