

Example Scheme of Work: Level 3 Certificate in Applied Counselling Studies (CAST-L3)

Unit 2: Application of counselling skills in a range of occupational settings

Unit/Qualification title and level: Level 3 Certificate in Applied Counselling Studies (CAST-L3). Unit 2: Application of counselling skills in a range of occupational settings.	Day/Time of course and total GLH: 60 GLH Wednesday 16:00-20:00 X 15	Centre name: Castle College
Tutors: Rick Beckett & Kate Esposito	Course Manager: Javier Ryan	Venue/room: Room 1

Day/ Week No	Date	Topic and Teaching/Learning Activities	Objectives Individual assessment criteria evidenced Trainees will be able to:	Assessment method
1		<p>Please describe your planned learning activities and complete the columns on the right to map these against assessment methods and criteria</p> <p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Introduce the concept of using counselling skills in allied professions.</p> <p>Use group work to discuss the sorts of professions where counselling skills are used to enhance the primary professional role. This could include reference to the BACP counselling skills competence framework.</p> <p>Encourage learners to do independent research on roles in organisations near them where counselling skills would be of benefit.</p> <p>Use group work to compare the use of counselling skills in these allied roles to the role of a professional counsellor.</p> <p>Explain the Project and Presentation that will be used to assess this Unit. Encourage candidates to view the project as a piece of</p>	<p>1.2 Identify a range of occupational contexts and allied professions where counselling skills are used to enhance the primary professional role</p> <p>2.1 Explain the difference between counselling skills used in non-counselling roles, and the role of an employed counsellor in the workplace.</p> <p>2.2 Explain how counselling skills are used effectively within non-counselling roles, without changing the nature of the primary professional role</p>	<p>Document – Learning Review Document – Project Report</p>

		<p>work that is built over the duration of the taught sessions and is handed in at the end to evidence their holistic learning process. Share the project brief with learners.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>		
2		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Reintroduce the Project and Presentation and encourage candidates to begin to research and contact the organisation/agency they will use as the subject of their Project Report.</p> <p>Use group work to discuss how and why different professions form a contract/agreement with clients to set the boundaries for the use of counselling skills. Encourage candidates to consider how a professional can use counselling skills in a non-counselling role, but without changing the nature of the main role. eg not leak into becoming a counsellor instead of being a nurse. Also consider how this is maintained and drawn to a close so that other work can continue.</p> <p>Use skills practice and role play scenarios for practicing setting out a contract and agreeing the limits of the use of counselling skills, for a range of roles that are non-counselling roles.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	<p>2.2 Explain how counselling skills are used effectively within non-counselling roles, without changing the nature of the primary professional role</p> <p>4.1 Explain how working alliances are formed based on the primary professional role, but enhanced by the use of counselling skills</p> <p>4.2 Explain reasons for contracting (either formally or informally) for the use of counselling skills, in at least one allied profession</p> <p>4.3 Consider how working alliances are formed, maintained and ended in different settings</p> <p>5.2 Explain the importance of maintaining boundaries when working in different settings</p>	<p>Document – Learning Review Document – Project Report Tutor observations – tutor feedback Testimony – peer feedback</p>

3		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Present learners with a range of frameworks and approaches to helping work, eg . Egan’s Skilled Helper Model (Egan, 1998), Carkhuff’s Human Relations training (Carkuff, 1969), Hill’s Three Stage Model (Hill, 2009). Person-Centred Care.</p> <p>Use group work to discuss the key aspects of these frameworks and how they are applied to different workplace settings.</p> <p>Use a group mind-map to consider the different terminology that is used to describe:</p> <ul style="list-style-type: none"> • The use of counselling/helping skills in different settings, eg listening skills, communication skills. • The different role titles that might be used to describe someone using counselling/helping skills when they are not a counsellor, eg support worker, advocate, advisor. • The different terms used to describe the person on the receiving end of these skills, eg client, patient, customer, service user. <p>Facilitate learners researching the framework used by their chosen project organisation, and the different terminology used in their organisations setting.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	<p>6.1 Explain a range of frameworks and approaches to helping work and the use of counselling skills in non-counselling settings</p> <p>6.2 Describe the approach used by at least one allied profession where counselling skills are used to enhance the primary role</p> <p>6.3 Examine the diverse terminology that is used to describe the use of counselling skills in different occupational settings</p>	<p>Document – Learning Review Document – Project Report</p>
4		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria</p>		<p>Document – Learning Review Document – Project Report</p>

		<p>(15 mins)</p> <p>Outline what is meant by ethical, legal and professional frameworks.</p> <p>Encourage learners to research and bring into the next session copies of ethical frameworks, professional frameworks and relevant legislation for a range of allied professions. This will be reviewed the following session.</p> <p>Present learners with information on organisations that are focused on working with marginalised groups, or individuals typically subject to prejudice and discrimination. Use group work to discuss the purpose and benefit of these organisations.</p> <p>Encourage learners to discuss the use of Empathy and Responsiveness. This could include reference to the BACP counselling skills competence framework.</p> <p>Use skills practice and role play scenarios for practicing the use of empathy and responsiveness in a range of roles that are non-counselling roles.</p> <p>Facilitate learners researching the diversity, equity, equality and inclusion policies or statements of their chosen project organisation.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	<p>1.1 Describe the ethical, legal and professional frameworks of one allied profession where counselling skills are used</p> <p>3.1 Reflect on the importance of empathy and responsiveness in a range of primary professional roles</p> <p>3.2 Identify a range of organisations focused on working with marginalised groups, or individuals subject to prejudice and discrimination</p> <p>3.3 Research and describe the organisational diversity, equity, equality, or anti-oppression policy/statement from at least one allied profession where counselling skills are used</p>	<p>Tutor observations – tutor feedback</p> <p>Testimony – peer feedback</p>
5		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p>	<p>1.1 Describe the ethical, legal and professional frameworks of one allied profession where counselling skills are used</p>	<p>Document – Learning Review Document – Project Report Tutor observations – tutor feedback</p>

		<p>Use group work to review the ethical and professional frameworks, and examples of legislation supplied by candidates from the previous session. Explore where these differ from similar frameworks used for counselling and psychotherapy.</p> <p>Use skills practice and role play scenarios to facilitate opportunities for candidates to practise maintaining appropriate boundaries in helping work. Design a range of role plays where the boundaries and limits of the candidates are pushed.</p> <p>Explore the subject of self-care and staff support. Consider how counsellors are supported through clinical supervision, and research how other settings offer support to their staff.</p> <p>Use a group mind map to collate a range of ways in which learners feel they would like to be supported, or practice self-care in a future role, and ways in which they can ensure they have access to this. Introduce the concept of burn-out and how this can affect worker efficacy.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	<p>5.2 Explain the importance of maintaining boundaries when working in different settings</p> <p>7.1 Describe how different settings offer staff support and consider how this differs to the support accessed by professional counsellors</p>	<p>Testimony – peer feedback</p>
6		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Facilitate learners researching their chosen project organisation and collating information for their Project Report and presentation.</p> <p>Learner tutorials to support development of Project Report.</p>	<p>All assessment criteria.</p>	<p>Document – Learning Review Document – Project Report Document – Learner record of tutorials Tutor observations – tutor feedback Tutor observations – tutor record of tutorials Testimony – peer feedback</p>

		<p>Use skills practice and role play scenarios to facilitate opportunities for candidates to practise using counselling skills in a range of occupational contexts. This can also be used to recreate skills practice from earlier sessions to ensure all learners address these criteria.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>		
7		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Facilitate learners researching their chosen project organisation and collating information for their Project Report and presentation.</p> <p>Learner tutorials to support development of Project Report.</p> <p>Use skills practice and role play scenarios to facilitate opportunities for candidates to practise using counselling skills in a range of occupational contexts. This can also be used to recreate skills practice from earlier sessions to ensure all learners address these criteria.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	All assessment criteria.	<p>Document – Learning Review Document – Project Report Document – Learner record of tutorials Tutor observations – tutor feedback Tutor observations – tutor record of tutorials Testimony – peer feedback</p>
8		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins).</p>	All assessment criteria.	<p>Document – Learning Review Document – Project Report</p>

		<p>Facilitate learners researching their chosen project organisation and collating information for their Project Report and presentation.</p> <p>Learner tutorials to support development of Project Report.</p> <p>Use skills practice and role play scenarios to facilitate opportunities for candidates to practise using counselling skills in a range of occupational contexts. This can also be used to recreate skills practice from earlier sessions to ensure all learners address these criteria.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>		<p>Document – Learner record of tutorials</p> <p>Tutor observations – tutor feedback</p> <p>Tutor observations – tutor record of tutorials</p> <p>Testimony – peer feedback</p>
9		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins).</p> <p>Facilitate learners researching their chosen project organisation and collating information for their Project Report and presentation.</p> <p>Learner tutorials to support development of Project Report.</p> <p>Use skills practice and role play scenarios to facilitate opportunities for candidates to practise using counselling skills in a range of occupational contexts. This can also be used to recreate skills practice from earlier sessions to ensure all learners address these criteria.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review</p>	All assessment criteria.	<p>Document – Learning Review</p> <p>Document – Project Report</p> <p>Document – Learner record of tutorials</p> <p>Tutor observations – tutor feedback</p> <p>Tutor observations – tutor record of tutorials</p> <p>Testimony – peer feedback</p>

		Check-out (15 mins)		
10		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Facilitate learner presentations to tutors and peers. Engage in professional discussion regarding the content of each presentation and encourage all learners to ask questions to learn from each other's experiences and provide verbal feedback.</p> <p>Tutors and peers to complete feedback sheets to the presenting learner.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	All assessment criteria.	<p>Document – Learning Review Document – Project Report Document – Presentation notes/slides Tutor observations – tutor feedback on presentation Testimony – peer feedback on presentation</p>
11		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Facilitate learner presentations to tutors and peers. Engage in professional discussion regarding the content of each presentation and encourage all learners to ask questions to learn from each other's experiences and provide verbal feedback.</p> <p>Tutors and peers to complete feedback sheets to the presenting learner.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out</p>	All assessment criteria.	<p>Document – Learning Review Document – Project Report Document – Presentation notes/slides Tutor observations – tutor feedback on presentation Testimony – peer feedback on presentation</p>

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12		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Facilitate learner presentations to tutors and peers. Engage in professional discussion regarding the content of each presentation and encourage all learners to ask questions to learn from each other's experiences and provide verbal feedback.</p> <p>Tutors and peers to complete feedback sheets to the presenting learner.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	All assessment criteria.	<p>Document – Learning Review Document – Project Report Document – Presentation notes/slides Tutor observations – tutor feedback on presentation Testimony – peer feedback on presentation</p>
13		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Use group professional discussion to explore what has been learnt from the presentations. Facilitate learners exploring their career plans and what professional roles they could see themselves working in in the future and why. What might be the barriers or challenges of working in some professional roles.</p> <p>Facilitate learners completing a reflective piece of work exploring what they have learnt from the feedback provided by peers and the tutor.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review</p>	<p>5.1 Reflect on own professional aspirations and consider the type of occupational contexts where own skills and personal attributes would be transferable</p> <p>7.2 Use feedback from others to improve own understanding of the use of counselling skills in a range of occupational contexts</p>	<p>Document – Learning Review Document – Project Report Document – Self Review Tutor observations – tutor feedback on presentation Testimony – peer feedback on presentation</p>

		Check-out (15 mins)		
14		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Portfolio building and Project Report completion.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	All assessment criteria.	Portfolio
15		<p>Welcome & Check-in Outline the learning tasks for the session linked to the assessment criteria (15 mins)</p> <p>Portfolio building and Project Report completion.</p> <p>Connect the assessment criteria to the opportunity to reflect in the Learning Review Check-out (15 mins)</p>	All assessment criteria.	Portfolio