cpcab

The only awarding body
run *by* counsellors
for counsellors

2023 - 2024

Tutor Guide

Level 3 Certificate in Applied Counselling Studies (CAST-L3)

This RQF qualification is regulated by Ofqual in England and CCEA in Northern Ireland.

Qualification/learning aim number: 610/3341/8

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Please note that:

➢ This document can be downloaded from the CPCAB Website along with tutor support materials.

➢ Tutor resources to support your teaching are also available: shop, videos, YouTube

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1. Introduction for Tutors

This qualification is intended for candidates who have already acquired a recognised qualification in counselling skills and want to:

- Take the next step in training to become a counsellor
- Learn more about counselling theory, ethics and mental health
- Understand the use of counselling skills in allied professions.
- Be prepared for work as a professional counsellor in an agency setting.

This qualification leads to employment and increases employability opportunities across a range of heath, care and allied sectors, such as, teaching and learning, advocacy and mediation, support and project work, and other helping roles. It provides additional skills for those already in employment and is likely to lead to increased opportunities for promotion and advancement towards practitioner-level qualifications (TC-L4).

Unit 2 enables an understanding of the successful application of counselling skills in non-counselling roles and helps deepen understanding of professional frameworks and approaches to helping. See the CAST-L3 Specification for more information on qualification purpose.

Tip:

Make sure your candidates understand that this course won't teach them to be a practising counsellor, but it may help them decide whether or not they want to continue with their training. This can also provide a great stepping off point to enter into, or progress in an allied profession.

2. Qualification Structure

The qualification is made up of 2 Units, each composed of 7 mandatory learning outcomes. Every learning outcome has associated assessment criteria. This structure is based on the 7 processes of the CPCAB's Model.

Tip:

Encourage your candidates to think of the assessment criteria as 'learning tasks' which they complete and then record so that you can see they have achieved the task.

All the qualification information – including the **minimum assessment requirements** – is contained in the CAST-L3 Specification.

The Units, Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in Appendix 1 of this document.

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To achieve the qualification candidates must be (a) internally assessed by you, the tutor, as **Proficient** in all 7 learning outcomes of both units and (b) externally assessed by CPCAB as **Proficient** in Unit 1.

This qualification is eligible for fully in-person, blended or online delivery. Please see how to run CPCAB's qualifications online for more information.

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3.   Standardisation of Tutor Assessment

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As a tutor for CAST-L3 you are required to attend one of the free CPCAB standardisation training days either before or during your first delivery of the course. You must then attend a standardisation training session at least once every two years and receive 'cascade' training from a colleague in the intervening year.

Please see:

- CPCAB's Terms and Conditions.
- Further information including dates, venues and the booking form to book your place.

Important note:

- Failure to attend a standardisation training day may result in your internal assessment decisions being declared invalid.
- Where a training place has been reserved but the tutor does not attend on the day and has not informed CPCAB of the cancellation in advance the centre will be charged a non-attendance fee.

For further details please contact CPCAB via verification@cpcab.co.uk

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4.   Candidate Registration

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Candidates must be registered with CPCAB within six weeks of the course start date. Candidates who are not registered will not receive qualification certificates. Candidate registrations should be completed via the CPCAB portal and by the centre's exams department. Please make sure you register candidates on the correct level 3 qualification (CAST-L3 not CST-L3), as candidate transfers are not possible mid-qualification.

Please note that CPCAB has no responsibility for candidates who are not registered with CPCAB.

➢ Please see the CPCAB Guidance on How to Register your Candidates (CR0).

When registering candidates please be aware of the need to complete a Conflict of Interest Declaration (CR10) form to inform CPCAB of any dual relationships/conflicts of interest likely to compromise the

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integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate[1]. If in doubt, please contact CPCAB for further advice or information.

Minimum registration numbers

There is a minimum number of **6 candidates** that need to be registered per group.

The minimum numbers for candidate registrations per centre per year are:

- Levels 2 and 3: a total of 12 candidates per year

- Levels 4 to 6: a total of 9 candidates per year. (*CPCAB strongly recommends a minimum of 9 candidates per group when registering Year 1 of TC-L4).*

Please note that CPCAB reserves the right to refuse to register groups of fewer than 6 candidates. If registrations are below this number, in order for us to review if this registration can fulfil the qualification requirements, we would ask that you provide written details on how this group size will be managed to enable all core assessment activities to take place, and all relational and inter-personal aspects of the course to be fully experienced by all candidates involved. You should also note a contingency plan for what would occur if group numbers reduced further.[2]

Candidate registration fees

Please see the CPCAB Fees documents for candidate registration fees and any additional fees the centre may incur.

CPCAB minimum and maximum group size requirements

Please note that the **minimum** tutor numbers are **mandatory**:

 Levels 2 and 3:
- minimum of one tutor involved in internal assessment
- maximum of 18 candidates with one tutor
- maximum of 24 candidates with two tutors

Levels 4 to 6:
- minimum of two tutors must be involved in internal assessment for higher level qualifications except LC-L4, CBT-L5 and OPCP-L5 which only require one.
- maximum of 16 candidates

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[1]   Please see the Conflict of Interest Policy on the CPCAB website for further guidance.
[2]   Until this information is received, we will not be able to approve this registration and the candidates will not be entered for any assessment. Please contact the exams department exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

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5. Internal Assessment

As the tutor you are responsible for carrying out internal assessment which is then internally moderated and verified at the centre and externally verified by CPCAB.

Candidates collect evidence of their learning in a portfolio and complete the Candidate Learning Record (CLR) found in the Candidate Guide, which is placed at the front of the portfolio to signpost the evidence for each criterion.

Candidates must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to the following three types of course work:[3]

1. **Documents** – Your candidate must include the regular exploration of their learning (called the learning review) which contains their reflections on the input, discussions, experiences and readings for the course and which they start right from the beginning of their studies. Your candidate must also include here, 1 self-review, 1 practice case presentation[4] and at least 2 assignments (See Examples of Written Assignments for CAST-L3). For unit 2 candidates must include a written project report, and any slides or notes from their presentation (See the support documentation for CAST-L3). They might also include here a practice case study, review of audio/video recordings (including verbatim transcripts), self-review of the project presentation, tutorial records (when written by the candidate) and notes on their personal development.[5]

2. **Tutor observation** – Your candidate must include records of tutor feedback on their counselling practice sessions: they must refer to at least 1 example of being observed by you the tutor (which might be via an audio or video recording[6]). For unit 2 candidates must include tutor feedback on their project presentation. They might also include here tutorial records (when written by the tutor), tutor feedback on their practice case presentation and group discussions (including contributions to seminars, group-work and group training supervision).

3. **Testimony** – Your candidate must include records of peer feedback on their counselling practice sessions. For unit 2 candidates must include peer feedback on their project presentation. They might also include peer feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision).

   ➢ See CAST-L3 Specification for a summary of minimum assessment requirements.
   ➢ See the CPCAB film on How to build a student portfolio.

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[3] Please note that if it's appropriate the candidate can reference the same section of their portfolio, or the same piece of work a number of times.
[4] Here, within a group training supervision session, your candidate talks about (for example) their experience of a counselling practice session.
[5] Your candidate's personal development may result from insights gained from the course, other personal development work, tutorials or from personal counselling.
[6] In the case of the audio or video recording, you may choose to listen to (or watch) the recording rather than observe the candidate directly.

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> **Tip:**
>
> It is a good idea to outline possible sections in the portfolio. For example:
> - ➢ Documents: learning reviews, self-review
> - ➢ Tutor observations: tutor feedbacks on counselling practice
> - ➢ Testimony: peer feedbacks on counselling practice
>
> Make the portfolio requirements clear and encourage a consistent house style.

CPCAB recommends that candidates attach a Criteria Assessment Sheet (CAS) to any work they hand in for assessment. You can use the CAS sheets to indicate which criteria have been met and to offer formative feedback throughout the course.

> **Tip:**
>
> Meeting criteria is important, but the overall learning experience should not be criteria driven, achieving this balance is down to your skill as a tutor. You can also encourage candidates to be creative.

It is important to explain to candidates that the work that they include in their portfolios is assessable material and cannot be kept completely confidential. Not only will it be assessed by you the tutor, but it may also be seen by all those involved in the internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

6.   Recording Final Results of Internal Assessment

At the end of the course you (the tutor) must look at the evidence referenced in the Candidate Learning Record (CLR) and assess whether the candidate has achieved both units and all the learning outcomes and associated criteria (including referencing all three types of course work) and met all the qualification requirements. This final assessment is recorded on the Completion Statement at the end of the CLR.

Where a candidate has not met the learning outcomes (either because of insufficient evidence or because you as tutor are aware of contra-indications[7]) this must be recorded on the Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of any concerns likely to affect the final internal assessment decision. These concerns should clearly relate to specific learning outcome(s) and be documented (e.g. in tutorial records) alongside any agreed actions or support offered.

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[7]   Substantive evidence which you have observed as tutor which indicates that a specific assessment criterion or learning outcome has not been met despite the evidence submitted by the candidate.

> **Tip:**
>
> It is important to emphasise to candidates at the beginning of the course that simply presenting evidence to meet assessment criteria may not be sufficient to meet the overall learning outcomes and/or qualification requirements.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) on-line via the CPCAB Portal. Please note that centres **do not** need to wait until the external verification visit before recording internal assessment results.

The IA must record one of the following final outcomes:

1. **Proficient (P):** the candidate has met all the assessment criteria, achieved **both units** and all learning outcomes and has met all the qualification requirements.

2. **Not Proficient (NP)**[8]: the candidate has **not** met the assessment criteria and/or has **not** achieved the learning outcomes from both units and/or has **not** met all the qualification requirements. Or contra-indications have been indicated.

3. **Left course:** the candidate left the course before completing internal assessment.

4. **Deceased:** the candidate died before completing the course.

5. **Deferred (D):** the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include incomplete portfolio work or work to address contra-indications.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. It is expected that candidates will complete within three months beyond the end of the course.

If a candidate is likely to exceed this then the tutor must complete the Extension Request for Candidates (CR11) form for candidates and send it to CPCAB before the three months have expired to request permission from CPCAB for a further extension:

All requests must be sent to exams@cpcab.co.uk

Alternative arrangements

If any circumstances arise where the approved tutor(s) is unable to sign off the IA for a candidate, the centre must seek formal CPCAB approval for alternative arrangements in order to ensure that these meet CPCAB requirements for valid internal assessment.[9]

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[8] Candidates have access to centre internal appeals procedures if they wish to contest an internal assessment decision.
[9] This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

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Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in both internal and external assessment and have successfully completed all the qualification requirements.

➢ Please use form Certification Request for Deferred Candidates (CR5) to request certificates for deferred candidates once they have successfully completed all the qualification requirements.

7. External Assessment

For the CAST-L3 External Assessment candidates complete a **Reflective Review Paper**. This is completed independently by the candidate at home, over a set 1-week period. Candidates are asked to answer a set of questions based on the Learning Outcomes of Unit 1 of the qualification and to reflect on their understanding of counselling skills at this level. The purpose of this is to measure a candidate's knowledge and reflective skills.

For further information and full details of the external assessment process please see the CAST-L3 External Assessment Guide on our website. It is important that centres access this guide and understand the External Assessment facilitation process.

Candidates must have completed at least two-thirds of Unit 1 – Counselling Studies, before undertaking the external assessment. The external assessment for CAST-L3 covers content from Unit 1 only. Therefore, it is important to select the most appropriate assessment window where candidates will have covered, at a minimum, two-thirds of the Unit 1 content at the time of sitting the external assessment. The completed Reflective Review Papers and facilitation documents are sent to CPCAB for assessment, normally via your centre exams department.

If a candidate is absent from the external assessment, then they can be entered to sit at the next available window. Please contact exams@cpcab.co.uk to ensure that they are entered. This must be done at least 14 days before the external assessment window.

8. Internal Moderation, Verification, and Internal Quality Assurance (IQA)

During each teaching year an internal moderator must sample and confirm your assessments for this qualification – but not necessarily for each group you teach. During each teaching year an internal verifier/internal quality assurer must also verify that the centre's programmes are properly in place and operating effectively. Please contact your programme coordinator to find out what procedures operate at your centre.

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> ➤ See the Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres.

9. External Verification

All centres teaching CAST-L3 are required to have two mandatory annual external verification visits, usually one early into the academic year (between August and December) and a second later in the academic year (between March and July).

During your visits from the external verifier, they will review the centre's system of internal assessment. To do this they examine the overall process of assessment, together with a sample of candidate learning records (CLRs), portfolios and associated tutor assessment and moderation of those CLRs/portfolios. They will also meet with the counselling training team and a registered candidate group.

There are no fees for external verification visits as these are included within the candidate registration fee but where additional support/visits are deemed necessary there could be an additional fee incurred by the centre.

Please see the CPCAB website for:

- CPCAB Fees for guidance on additional fees.
- CPCAB Guidance to External Verification Visits.

10. Annual Practising Certificate (APC)

When a centre first registers with CPCAB they will receive initial approval to run for one year. In order to meet the requirements of its regulators[10], to comply with UK law and to protect the interests of candidates CPCAB is obliged to obtain a further declaration of compliance from each of its recognised centres **every year**. This declaration is also intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date.

It must be signed by the person responsible for the quality assurance and management of CPCAB qualifications within the centre via the CPCAB portal at the beginning of each academic year. Once signed the portal will automatically generate your Annual Practising Certificate (APC) for the current academic year. This declaration will be requested before the first registration is made and may delay further registrations if not completed.

An APC can be withheld:

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[10]   Ofqual in England and CCEA Regulation in Northern Ireland

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- Until the annual declaration of compliance has been signed.

- Following an external verification visit to the centre any serious concerns are identified. The APC will be withheld until these concerns have been rectified. CPCAB will offer appropriate support.

CPCAB reserves the right to refuse to register any further candidates or to delay candidate certification for qualifications where serious concerns have been identified. Failure to respond to the support offered and/or address areas identified as needing development may lead to deregistration. Deregistration may also result if a centre is involved in malpractice.

➢ Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB Website.

11. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all recognised centres to have an appropriate candidate support system in place and to make appropriate arrangements to meet individual assessment needs. As a centre you are required to identify individual candidate assessment needs prior to enrolment in order to make arrangements for reasonable adjustments.

Please see CPCAB's policy for the Application of Reasonable Adjustments and Special Consideration.

Reasonable adjustments for External Assessments should reflect the kind of internal support that the centre is already giving the candidate. For External Assessment adjustments requiring prior agreement from CPCAB please submit applications to exams@cpcab.co.uk. These must be submitted at least **eight weeks** prior to the external assessment date. See Application for Reasonable Adjustments (CR3).

Special consideration is designed for candidates who face unexpected or unplanned difficulties at the time of the external assessment for example unexpected illness. See Application for Special Consideration CR3a).

Both CPCAB and centres are required to recognise and comply with both the spirit and the word of equal opportunities legislation. Previous Acts were amalgamated into the Equality Act 2010.

Please see CPCAB's Equal Opportunities Policy.

12. Appeals and Complaints

CPCAB are committed to maintaining standards across our recognised centres so that the public can have confidence in us and our qualifications. We provide our own complaints and appeals policies for the benefit of centres and candidates.

➢ Please view our policies on Complaints, Appeals, Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB website.

All CPCAB approved centres are required to have a complaints procedure which is available to candidates. Candidates must address all appeals or complaints about internal assessment or any aspect of their learning experience on the course via the centre's own internal complaints and appeals procedures. It is the centre's responsibility to make these procedures available to candidates. Candidates who contact CPCAB directly on these issues will normally be directed back to their centre.

For information relating to appeals against External Assessment results please see the [External Assessment Guide](#) for this qualification.

13. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes candidates need to meet the following additional course requirements.

Group training supervision

Group training supervision is an important part of the course. This can be linked to the requirement for a case presentation. Candidates are expected to present their work from counselling practice sessions, receive supervisory support and challenge from tutors and peers, and learn from and challenge other candidates in the group. The emphasis here is to reflect on and develop counselling knowledge, skills and techniques. There is a requirement of 10 hours group training supervision.

Personal counselling or therapy for candidates

There is no requirement for personal counselling or therapy work. However, it is strongly suggested that candidates engage in their chosen form of external personal development. Some options for this might include workshops, group work, webinars, discussion forums, life coaching or counselling/therapy.

Personal tutorials

To aid the retention and achievement of candidates, CPCAB strongly recommends that regular, individual personal tutorials are built into the programme GLH. Tutors should take the opportunity of tutorials to raise and document any concerns likely to affect the assessment of the candidate.

We recommend that clear tutorial discussion and outcome pro-forma are kept (in line with normal centre practice) and agreed and signed by tutor and candidate.

Allied Professions/Occupational Context Project and Presentation

For this Unit 2 project candidates carry out a tutor-guided research project where they explore allied professions where counselling skills are used to enhance the primary professional role. They should choose one organisation to explore in greater detail and use that as the basis for their written project report, and a presentation to the rest of the group and tutors. See the Tutor and Candidate Guidance to the Project Report and Presentation, and the Tutor Information Pack for CAST-L3 available on the CPCAB website.

Tutors should prepare and support candidates to actively engage with their chosen organisation, and it may benefit centres to build relationships with local organisations over time to support the project aspect of the qualification.

14. Tutor Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of each course delivery. Please click on this link to access the survey - Tutor feedback.

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Appendix 1: CAST-L3 Units, Learning Outcomes, Assessment Criteria and Guidance for Tutors

Unit 1 – Counselling Studies		
LEARNING OUTCOME:	1. Prepare to work within an ethical framework for counselling	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.1.1 Apply understanding of an ethical framework to counselling practice sessions	• Consider and differentiate between what is required and what is recommended in a professional ethical framework – e.g. BACP. • Consider how an ethical framework informs professional counselling practice. • Demonstrate understanding of how ethical practice is evident in counselling practice sessions. • Explore ethical dilemmas by focused discussion of your own experience from working with case scenarios in counselling practice sessions	❖ Consider ethical guidelines in context – for example use hypothetical cases to explore ethical issues. ❖ Use role-play to practise implementing aspects of the framework, for example, confidentiality, managing risk, ethical dilemmas. ❖ Assess via (for example) learning review, observed practice sessions.
1.1.2 Explain the importance of working within limits of proficiency	• Reflect on importance of 'limits of proficiency' in relation to ethical practice. • Discover the limits of your proficiency by focused discussion of your own experience of working with case scenarios in counselling practice sessions. • Show understanding by referring to new insights gained through discussion.	❖ Discuss limits of proficiency as part of ethical practice. ❖ Review the range of presenting client issues in relation to counsellor capability. ❖ Introduce guidelines for reviewing practice sessions – e.g. look at ethical considerations, client needs and the candidate's responses to the issue(s). ❖ Explore risks of working outside limits of ability. ❖ Discuss awareness of personal limitations in practice sessions. ❖ Assess via (for example) learning review.
1.1.3 Describe the ethical, legal and procedural framework in which an agency operates	• Explore an agency's ethical policy and procedure with reference to working ethically and safely. • Explore how legal processes might impact on an agency counselling service.	❖ Organise a group exercise to generate a basic (mock) policy and procedure to ensure fair and safe practice for a hypothetical agency. ❖ Ask candidates to research a chosen agency's ethical and legal policies and procedures. ❖ Assess how this might impact on the work of individual counsellors. ❖ Assess via (for example) learning review, assignment, case presentation.
1.1.4 Demonstrate understanding of client assessment and referral in an agency setting	• Understand the role and purpose of client assessment and how it informs the counselling work itself. • Identify the nature and range of information necessary to begin to get a sense of the client's perception of their problem and practice this process in counselling practice sessions. • Understand the importance of client assessment and explore referral issues. • Show skills in observed counselling practice sessions.	❖ Example activity: Research possible required and appropriate information. Discuss the suggestions. Draw up a list of appropriate/likely information required from assessment. Practise assessment skills. ❖ Explore reasons for referral and difficulties involved in making referrals. ❖ Example activity: candidates to research counselling agencies providing specific help. ❖ Assess via (for example) learning review, other written work, observed counselling practice sessions.

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LEARNING OUTCOME:	2. Understanding the counselling relationship	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.2.1 Explain the nature and constraints of the counsellor role within different settings	• Clearly differentiate between the role of the counsellor in an agency as opposed to (for example) a helper or key worker for a client in the same organisation. • Explore the limitations of counselling, in relation to expectations of clients, in a range of different agency settings – e.g. rehabilitation centre, GP surgery, drop-in centre, young person's advisory centre. • Practise explaining your role to clients in counselling practice sessions.	❖ Contrast the expectations of clients and the reality of a counsellor in role in different agency settings – e.g. rehabilitation centre, GP surgery, drop-in centre, young person's advisory centre. ❖ Develop a sense of what the candidate imagines they will be offering a client. Example activity: ask individuals to illustrate on paper a representative image of a counsellor's role, and then to verbally explain their drawing. ❖ Example activity: Candidates look up "Counselling in … (different agency providers)" and present findings to the group. Discuss the challenges to the role of counsellor presented by various expectations and limitations. ❖ Assess via (for example) learning review and other written work.
1.2.2 Establish and sustain the boundaries of the counsellor role in counselling practice sessions	• Explore boundary limits to the counselling relationship. • Identify situations and issues that challenge personal and professional boundaries and explore ways of managing these – e.g. "doorknob confessions", attraction between counsellor and client, confidentiality issues etc. • Practise establishing and sustaining boundary limits to the counselling relationship. • Reflect on your ability to establish and sustain boundaries.	❖ Introduce the idea that clients and/or counsellors might consciously or unconsciously exceed boundary limits in the counselling relationship. Invite suggestions as to why this might happen. ❖ Use role-plays specifically designed to take both client and/or counsellor to the edge of personal, time, role and confidentiality boundaries – to practise maintaining boundaries. ❖ Assess via (for example) learning review, observed counselling practice sessions.
1.2.3 Explain how the counselling relationship contributes to the counselling work	• Clearly state what you feel and think is necessary to develop an effective counselling relationship with clients. • Define those characteristics of the counselling relationship that facilitate growth and change and identify attitudes which enable the counsellor to introduce those characteristics to the relationship. • Show skills in observed counselling practice sessions.	❖ Introduce the idea of there being a connection between a) the relationship; and b) the process of counselling. ❖ Example activity: on an A3 sheet, generate a visual word map of necessary components of an effective counselling relationship. Discuss this and isolate the characteristics which are essential for effecting change and growth. Candidates identify personal attitudes which enable/disable the client experience of these characteristics. ❖ Assess via (for example) learning review, assignments, case presentation.
1.2.4 Manage the stages of the counselling relationship	• Identify three different stages in the counselling session and process. • Be clear about the reasons for attending to, and effectively using, the beginning, middle and end for the purpose of developing, maintaining and concluding the counselling process. • Show skills in observed counselling practice sessions.	❖ Outline the three stages of the counselling process. Illustrate with reference to the current teaching session, which also has a beginning, middle and an end, each with a specific content and purpose. ❖ Example activity: model the three stages in role-play and ask candidates to identify the content and purpose of each. Discuss the consequences of any part having insufficient attention or clarity. ❖ Assess via (for example) learning review, observed counselling practice sessions.

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LEARNING OUTCOME:	3. Understand difference and diversity issues to develop empathic understanding	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.3.1 Identify and reflect on diversity within personal relationships	• Learn about diversity through exploring the membership of the course group: the different beliefs and behaviour. Become aware of the demographics of your group – e.g. culture, social attitudes, family, nationality, race, age, gender, disability, sexuality etc. • Become aware of your own response and reactions to the differences within the group. • Investigate and analyse the implications of being perceived as 'different'.	❖ Work with diversity in the learning group. Example exercise: candidates working in pairs (and then fours) identify ways in which each candidate is different to another in terms of one or all of the following cultural aspects: family, social attitudes, nationality, race, age, sexuality, disability, or gender. Discuss the reactions to diversity in the group. ❖ Explore the difficulties and barriers around being honest about personal prejudices and stereotypes and why it is important to be able to articulate and explore personal judgements about others. ❖ Assess via (for example) learning review, case presentation.
1.3.2 Identify and reflect on a range of diversity issues in the wider social context	• Discover the range of ways in which people experience discrimination, stereotyping, prejudice, and stigma. • Familiarise yourself with the legal aspects of anti-discrimination. • Explore own experience(s) of discrimination and discriminating. • Use the learning gained from understanding of diversity issues to inform your counselling practice sessions. • Take account of diversity issues when developing a counselling relationship. • Consider the needs of a client who has experienced discriminatory responses in society. • Show skills in observed counselling practice sessions.	❖ Invite candidates to discover all the ways – both positive and negative – in which diversity can impact on the counselling relationship. ❖ Organise presentations by candidates on their findings in relation to above activity. ❖ Invite candidates to explore and discuss the statement "Why we judge". ❖ Share experiences and 'meanings' to increase understanding – e.g. explore implications of concepts like discrimination, acceptance, stereotyping, prejudice, stigma and difference. ❖ Discuss the nature of the relationship–needs of a client who has experienced discriminatory responses in society. ❖ Assess via (for example) learning review, other written work, observed counselling practice sessions.
1.3.3 Apply awareness of diversity issues to enhance empathic understanding	• Develop a more intimate sense of what another's experience of difference has been by listening to the feelings and personal cost related to perceived or real difference. • Be prepared for – and aware of – your responses to the experience of difference. • Identify and understand personal blocks to empathy and identify issues you feel unable to empathise with. • Show skills in observed counselling practice sessions.	❖ Develop a deeper sense of what another's experience of difference has been by listening to the feelings and outcomes related to perceived or real difference. ❖ Increase understanding of diversity issues by encouraging small group discussion of the individual candidate's experiences of; not belonging, not being special, losing out, being excluded, feeling less than good enough, not having the right to, being taken advantage of, etc. ❖ Provide an opportunity for candidates to develop a deeper sense of 'what others feel' by asking them to work in pairs to explore each other's experience. Encourage them to work to understand the feelings related to 'being rejected', 'being put down', 'being ignored', 'not understood', 'treated as stupid' etc. Ensure the focus of each "session" is on the individual's experience rather than a general sharing of experience. ❖ Arrange for candidates to practise exploring the 'meaning' of diversity for another in counselling role-play. ❖ Assess via (for example) learning review, observed counselling practice sessions.

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LEARNING OUTCOME:	4. Work within a user-centred approach to counselling	
Assessment criteria	**Candidate guidance to Criteria**	**Notes for tutors (guidance only)**
1.4.1 Establish the client's needs and expectations when agreeing to work together	• Involve the client in the process of offering and agreeing a working contract which takes account of the client's expectations as well as agency policies. • Understand the importance of listening for the client's agenda rather than responding from your own frame of reference. • Show skills in observed counselling practice sessions.	❖ Invite candidates to explore how the counsellor and client might have different agendas and expectations and explore and discuss how this might manifest in the work. ❖ Highlight the relevance of the working contract. Example activity: with emphasis on 'agreement' and client needs, generate a contract which counsellors might make with clients. ❖ Assess via (for example) observed counselling practice sessions.
1.4.2 Maintain the focus on the client's agenda and needs	• Show how you have used case discussion to review client work, including the contract. • Recognise the need to be clear and yet sensitive to changes in client needs and behaviour which affect the working contract. • Practise this criterion in case discussion sessions. • Show skills in observed counselling practice sessions.	❖ Emphasise the need to review client work (including the contract) in order to keep the focus on the client's needs (spoken and unspoken) as counselling progresses. ❖ Assess via (for example) learning review, observed counselling practice sessions.

LEARNING OUTCOME:	5. Use counselling theory to develop self-awareness in counselling practice	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.5.1 Use counselling theory to understand own personality	• Reflect on ways in which theories introduced on the course have extended your understanding of yourself. • Reflect on one or more theories/ideas which help you to understand your personality more fully.	❖ Include, in your introduction of counselling theories, a focus on ideas about personality development. ❖ Ask your candidates to reflect on the way(s) in which one or more theories have helped them to understand themselves. ❖ Assess via (for example) learning review, assignments.
1.5.2 Use counselling theory to understand own personal history	• Reflect on theoretical ideas and concepts which help you to understand your life events and your responses to those events. • Apply theory to challenging issues in your formative years and gain awareness of how the past might impact on the present.	❖ Include, in your introduction of counselling theories, a focus on ideas which try to explain the evolution of personal histories. ❖ Invite candidates to reflect on their families of origins and use selected theories to decide whether or not the past can impact on the present. ❖ In small group discussion encourage candidates to explore (and therefore increase understanding of) choices and events in their lives. ❖ Assess via (for example) learning review, assignments.
1.5.3 Use counselling theory to understand own relationships	• Reflect on theories which help you to understand your relationships, both past and present, and the way in which you form, develop, maintain and end those relationships.	❖ Explore ideas which emerge from theories regarding the nature of our relationships. ❖ Enable greater understanding by facilitating discussion about the nature of different kinds of relationships – e.g., parent/child, teacher/student, adult/adult, victim/abuser. ❖ Assess via (for example) learning review, assignments.
1.5.4 Evidence how self-awareness contributes to the ability to empathise with others	• Reflect on own difficult personal issues in order to raise your awareness of the importance of being understood empathically. • Apply empathic understanding gained from exploring yourself (own internal conflicts and/or difficult life events and/or relationships with others). • Show understanding of the relationship between exploring your own difficult issues and increasing your ability to empathise with others.	❖ Explore and discuss with candidates the importance of working on own personal issues as a way of becoming more empathic with others. ❖ Discuss the difference between being 'heard' and being 'understood'. ❖ Explore how 'difficult issues' might relate to internal conflicts and/or difficult life events and/or relationship problems. ❖ Assess via (for example) learning review, self-review, case presentation.

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LEARNING OUTCOME:	6. Understand theories of counselling and mental health	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.6.1.Explain why theory is important in counselling work	• Reflect what is meant by theory. • Reflect on the role of theory in counselling work. • Explain why counsellors need to consider theory in counselling work.	❖ Invite candidates to explore what theory is and differentiate between theory of the work/practice and theory of self. ❖ Explore in general terms how theory informs client work. ❖ Explore how theory provides a basis and foundation for understanding the client, self, and the counselling work. ❖ Assess via (for example) learning review, case presentation, assignments.
1.6.2 Describe the main theoretical approaches to counselling	• Develop understanding of the fundamental ideas behind the major theoretical approaches – e.g., psychodynamic, humanistic, cognitive, transpersonal etc. • Develop your understanding in relation to one or more counselling theories.	❖ Introduce the fundamental ideas behind the major theoretical approaches – e.g. psychodynamic, humanistic, cognitive, transpersonal etc. ❖ Compare the way in which each of the major theoretical approaches informs the counselling relationship. ❖ It is helpful not to overwhelm candidates with too many theories. It is sufficient to use 3 main schools in order to allow candidates to compare and contrast. Introducing too many often results in confusion and misunderstanding. ❖ With reference to theories, clarify what is considered to be 'therapeutic'. Differentiate between what each theory hopes to achieve. ❖ Encourage candidates to consider growth or therapeutic outcome from the point of view of two different theories. ❖ Assess via (for example) in learning review, assignments.
1.6.3 Use counselling theory to understand the client	• Show how different theories offer a different language and different way of understanding the client's a) personality/self; b) personal history; c) patterns of relating (see the CPCAB model). • Apply knowledge of theory to a range of presenting problems and client issues.	❖ Invite candidates to apply knowledge of individual theories to a range of client issues and presenting problems. ❖ Discuss how theory provides a framework for understanding the client's a) personality/self; b) personal history; c) patterns of relating. ❖ Invite candidates to apply a chosen theory to a fictitious client and then present their findings to the group to encourage understanding and awareness of the client and the work. ❖ Refer to these concepts specifically and individually during sessions which inform candidates about the theories. ❖ Assess via (for example) learning review, case presentation, assignments.
1.6.4 Explain the nature of common mental health problems	• Identify and describe problems which are categorised as Common Mental Health Problems (CMHPs). • Offer explanations for the incidence of these problems in society.	❖ Identify and describe problems which are categorised as Common Mental Health Problems (CMHPs). ❖ Encourage candidates to research CMHPs and to identify explanations for the incidence of these problems in society. ❖ Invite the group to stage a debate on the "sad, bad or mad" statement, inviting personal opinion and personal experience. ❖ Assess via (for example) learning review, presentations.
1.6.5 Describe how counselling can promote positive mental health	• Explore the features of positive mental health. • Suggest ways in which counselling might have a positive impact on mental health.	❖ Explore, through discussion and presentations, the meaning and parameters of the concept of 'mental health'. ❖ Invite candidates to comment on the way in which the counselling relationship might have an impact on mental health, suggesting they call on a range of medias to support their opinions/findings – e.g. TV, newspapers etc. ❖ Assess via (for example) learning review, presentations.

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1.6.6 Explain why research findings are important in counselling work	• Reflect on what is meant by research findings. • Explain why counsellors need to take account of research findings in counselling work.	❖ Discuss what counselling research is and make candidates aware that there are different types of research. ❖ Explore in general terms how research informs the development of counselling theory and counselling practice. ❖ Give examples of how research findings influence government policy and counselling provision e.g. NICE guidelines, preference for CBT, increase in psychological therapy. ❖ Assess via (for example) learning review, assignments.
LEARNING OUTCOME:	**7. Use feedback, reflection and supervision to support counselling studies**	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.7.1 Use feedback from others to develop understanding of counselling	• Identify constructive guidance provided by peers and tutors which has informed your learning. • Write about personal and course goals and your thoughts about achieving those goals. • Show your ability to plan and reflect.	❖ Encourage candidates to collect, classify and act on feedback received. ❖ Activity example: allow candidates to work together in small groups to support and help each other. Focus on what constitutes good enough evidence to meet individual criterion. ❖ Provide tutorials which focus on goals and action plans. ❖ Assess via (for example) action plans, self-reviews.
1.7.2 Give constructive feedback to other counselling trainees	• Show your ability to critically evaluate counselling practice sessions. • Use feedback sheets to show your ability to give constructive feedback. • Show your ability to give verbal feedback to peers at the end of counselling practice sessions.	❖ Identify aspects of counselling skills which candidates need to analyse critically. ❖ Invite candidates to identify challenges and blocks to giving effective and productive feedback. ❖ Assess via (for example) tutor observation, peer feedback sheets.
1.7.3 Describe the nature and use of clinical supervision	• Reflect on the insights and understanding gained from case discussion. • Identify situations in which your limited knowledge and skills were helped and supported by close discussion with your tutor and/or a more experienced counsellor. • Show your understanding of the role and importance of supervision.	❖ Encourage focused use of case discussions. ❖ Invite candidates to work together to present via creative mediums – e.g. drawing, collage, music, film etc – the meaning and value of supervision. ❖ Assess via (for example) learning review following case discussion, case presentation.
1.7.4 Use supervisee skills to contribute to, and learn from, case discussion	• Record your input into case discussions. • Identify questions which help to provide support for a peer during case discussion. • Clarify the needs of the client by linking case information to counselling theory. • Record your use of insights gained from case discussion.	❖ Encourage candidates to make a short record of their experience of a case discussion. ❖ Provide some questions – and discuss others – which might be helpful in expanding the candidate's ability to think critically about a case. ❖ Assess via (for example) learning review, tutor observation.

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Unit 2 – Application of counselling skills in a range of occupational settings		
LEARNING OUTCOME:	1. Understand ethical, legal and professional frameworks for the use of counselling skills in a range of occupational settings	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.1.1 Describe the ethical, legal and professional frameworks of one allied profession where counselling skills are used	• Consider how ethics are applicable in professions allied with counselling work • Consider how other professional frameworks can inform helping work • Demonstrate understanding of a range of legislation that is applicable to a chosen allied profession	❖ Encourage candidates to research a range of ethical/professional frameworks, e.g., 'The Nursing and Midwifery Council – Code' ❖ Support candidates to research legal issues and legislation that relates to allied professions, e.g. Prevent Duty in education contexts ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.1.2 Identify a range of occupational contexts and allied professions where counselling skills are used to enhance the primary professional role	• Consider job roles where counselling skills would enhance the primary role • Carry out research into the sorts of organisations that employ people with counselling skills • Contact allied professions to gain a greater understanding of how these roles are defined	❖ Encourage candidates to research helping organisations where staff make use of counselling skills, and may have had counselling skills training, but are not qualified counsellors and are not working in a counsellor role, e.g., healthcare, teaching, housing support, mental health advocacy, etc ❖ Facilitate understanding of what is meant by 'primary professional role' ❖ Use group work to collate candidate ideas of a range of job roles where counselling skills would be beneficial ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
LEARNING OUTCOME:	2. Understand the nature of relationships in a range of occupational settings	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.2.1 Explain the difference between counselling skills used in non-counselling roles, and the role of an employed counsellor in the workplace.	• State what skills and responsibilities are expected of a professional counsellor and consider how this may be different for someone using counselling skills but in a non-counselling role. • Explore the limitations of offering counselling skills in a non-counselling role • Use role plays to practise explaining different types of roles to clients in skills practice sessions.	❖ Use the 'BACP Counselling Skills Competence Framework' to support candidates to understand the difference between counselling, and the use of counselling skills in non-counselling contexts ❖ Encourage candidates to explore the range of roles available to a professional counsellor, e.g., working for an agency/organisation, working in private practice, working for an EAP. ❖ Also explore the roles which are non-counselling but use counselling skills and compare the nature of the relationships that are created in these differing contexts. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.2.2 Explain how counselling skills are used effectively within non-counselling roles, without changing the nature of the primary professional role	• Explore limits to the use of counselling skills in a non-counselling role. • Consider the detrimental impact on workers in other roles, e.g., housing worker, teacher, social worker if they were to engage in a full counselling relationship with a service user. • Consider the detrimental impact on service users if a worker such as a housing worker, teacher, or social worker were to offer them counselling without being qualified to do so.	❖ Encourage candidates to understand the core function of a primary professional role, and how counselling skills can enhance but not change this. ❖ Use role-plays specifically designed to help the candidate explore the limits of the use of counselling skills in non-counselling settings, e.g., working as a teaching assistant where a student opens up about mental health issues. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.

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LEARNING OUTCOME:	3. Know the importance of using empathy and understanding diversity in a range of occupational settings	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.3.1 Reflect on the importance of empathy and responsiveness in a range of primary professional roles	• Learn about empathy and responsiveness through exploring this in group work • Consider when you have engaged with workers in allied professions, eg healthcare, education, mental health support, and whether you have felt heard and understood	❖ Encourage candidates to consider the role of empathy in different contexts. ❖ Facilitate skills sessions that allow candidates to consider how empathy and responsiveness can enhance other professional roles ❖ Refer to the 'BACP Counselling Skills Competence Framework' for information relating to empathy and responsiveness. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.3.2 Identify a range of organisations focused on working with marginalised groups, or individuals subject to prejudice and discrimination	• Research organisations who are designed to work with individuals and groups who typically or historically experience prejudice and discrimination • Consider the protected characteristics in the Equality Act (2010) and explore whether targeted services are available for these groups • Explore the ethos and philosophy behind such organisations to understand their purpose and importance within helping contexts	❖ Encourage candidates to research organisations whose primary focus is on supporting marginalized individuals, e.g., LGBT Foundation, MIND, Mental Health Advocacy services, The Donaldson Trust, etc ❖ Invite representatives from these organisations to present to your candidate group ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.3.3 Research and describe the organisational diversity, equity, equality, or anti-oppression policy/statement from at least one allied profession where counselling skills are used	• Access statements and policies on equality, equity, diversity and inclusion (EDI) from a range of allied professions • Compare and contrast the different ways in which organisations express their commitment to EDI • Reflect on the policy from one organisation in your project report	❖ Encourage candidates to access policies and statements from relevant organisations ❖ Facilitate group activities where the group explore these policies and statements to understand the core principles being upheld in these workplaces. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
LEARNING OUTCOME:	4. Understand the nature of working alliances in a range of occupational settings	
Assessment criteria	**Candidate guidance to Criteria**	**Notes for tutors (guidance only)**
2.4.1 Explain how working alliances are formed based on the primary professional role, but enhanced by the use of counselling skills	• Consider how allied professions establish an initial relationship and rapport, and how this might be different to how it is done in a counselling relationship • Explore how this sort of relationship can be enhanced by the use of counselling skills	❖ Candidates should explore how different organisations contract, create an agreement, or establish an initial working alliance with a 'helpee'. ❖ Encourage them to consider how counselling skills play a part in this process and how the use of these skills may improve relationships. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.4.2 Explain reasons for contracting (either formally or informally) for the use of counselling skills, in at least one allied profession	• Show understanding of the importance of establishing the boundaries of the relationship, whether it is a counselling relationship, or a relationship using counselling skills • Explore how contracting helps prevent non-counselling work slipping into becoming an inappropriate counselling relationship	❖ Encourage candidates to practice formal or informal contracts for the use of counselling skills, whilst in non-counselling roles ❖ Facilitate them gaining an understanding of how this is done in their chosen project organisation ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.

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2.4.3 Consider how working alliances are formed, maintained and ended in different settings	• Research how a working alliance which uses counselling skills is formed, maintained, and ended • Compare organisational settings where endings are clear and specific, to ones where no formal ending takes place • Reflect on the beginning, middle and end structure of the relationships in one organisation for your project report	❖ Encourage candidates to consider how different settings affect the beginning, middle and end of a relationship, e.g., settings where continuity of speaking to the same worker is not guaranteed ❖ Facilitate group activities where candidates consider whether the beginning, middle, ending structure would affect the depth of disclosure they would expect ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.

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LEARNING OUTCOME:	5. Understand the importance of self-awareness in the application of counselling skills in different occupations	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.5.1 Reflect on own professional aspirations and consider the type of occupational contexts where own skills and personal attributes would be transferable	• Reflect on which allied professions interest you as a career option and why • Consider whether your research done on the course has expanded your thoughts on a future career • Reflect on the personal attributes and qualities you could bring to this work • Consider whether you have any areas for personal development, or blocks that might inhibit you from working in a specific allied profession at this time.	❖ Encourage candidate to explore where they could see themselves working in the future ❖ Facilitate reflective activities where candidates can consider what personal qualities and attributes they bring to this work? ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.5.2 Explain the importance of maintaining boundaries when working in different settings	• Research how the setting and maintenance of boundaries may be different in different settings • Explore how poor boundaries can have a detrimental effect on both the worker and the client/helpee	❖ Candidates should be encouraged to develop awareness that poor role boundaries can lead to burnout, working beyond competence, and clients/helpees being left unsafe. ❖ Encourage reflection on the difficulty of holding boundaries if the role is undefined, or the use of counselling skills in the role is undefined ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.

LEARNING OUTCOME:	6. Understand frameworks for the use of counselling skills in non-counselling settings	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.6.1 Explain a range of frameworks and approaches to helping work and the use of counselling skills in non-counselling settings	• Describe at least two frameworks or approaches to the use of counselling skills in helping settings, e.g., Egan's Skilled Helper Model (Egan, 1998), Carkuff's Human Relations training (Carkuff, 1969), Hill's Three Stage Model (Hill, 2009), Person-Centred Care, see Health Education England and the Health Foundation resources. • Identify the core principles behind these approaches and what they are trying to achieve.	❖ Introduce candidates to a range of helping/counselling skills frameworks and approaches e.g., Egan's Skilled Helper Model (Egan, 1998), Carkhuff's Human Relations training (Carkuff, 1969), Hill's Three Stage Model (Hill, 2009), Person-Centred Care, see Health Education England and the Health Foundation resources. ❖ Facilitate group work that encourages candidate to explore the differences between these frameworks and theoretical approaches to counselling. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.6.2 Describe the approach used by at least one allied profession where counselling skills are used to enhance the primary role	• Give a detailed explanation of how one of the approaches/frameworks you have researched is used in one specific profession. • Apply this understanding to show the framework used in one organisation for your project report	❖ Support candidates to understand the approach/framework used in their chosen project organisation ❖ Invite candidates to do further research into the approach/framework their chosen organisation uses and to share this with their peers in their project presentation. ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
2.6.3 Examine the diverse terminology that is used to describe the use of counselling skills in different occupational settings	• Show how different organisations use different terminology to describe the use of counselling skills in their workplace, e.g., counselling skills, active listening skills, helping skills, counselling micro-skills, communication skills • For your chosen project organisation explain the terms they use for their worker roles and how those workers job descriptions demonstrate that they are using counselling skills as part of their role	❖ Encourage candidates to research job titles where counselling skills are likely to form a part of the role, e.g., support worker, care worker, advocacy support, health and wellbeing worker ❖ Invite candidates to look at a range of job descriptions to highlight phrases which indicate that a knowledge of counselling skills would enhance the role, eg 'communicate empathically', 'manage boundaries', 'support with kindness' ❖ Facilitate group work where candidates create a mind map showing terms used for roles where counselling skills are used, terms for the use of counselling skills and terms for helpee/patient/client/customer/service user, etc ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.
LEARNING OUTCOME:	7. Understand the role of feedback and reflection in applied counselling skills	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.7.1 Describe how different settings offer staff support and consider how this differs to the support accessed by professional counsellors	• Identify the types of staff support available in your chosen project organisation • Consider the benefits and drawbacks of the type of support offered and how this compares with the clinical supervision accessed by counsellors • Reflect on your support needs in a working environment and what types of support you feel you would most benefit from	❖ Support candidates to research types of staff support offered in different sectors, e.g. NHS staff support ❖ Explore the varying benefits and drawbacks of types of support such as supervision, line management, coaching, personal therapy, ad hoc support, peer support ❖ Create a comparison activity to look at how other forms of support differ to the supervision support typically received by counsellors ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.

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2.7.2 Use feedback from others to improve own understanding of the use of counselling skills in a range of occupational contexts	• Reflect on feedback received from skills practice sessions, or group work in class to show your developing understanding of the use of counselling skills in helping contexts • Reflect on the feedback from your project presentation to identify areas where your knowledge and understanding could be further developed.	❖ Ensure candidates have ample opportunity to gain feedback from peers and tutors throughout the course ❖ Support candidates to reflect on feedback received, particularly on their project presentation ❖ Encourage candidates to differentiate between what they have learnt and what they have yet to fully understand ❖ Assess via (for example) learning review, project report and presentation, peer and tutor feedback.

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Appendix 2: Example Completion Statement for CAST-L3

Completion statement for Candidate Learning Record			
Level 3 Certificate in Applied Counselling Studies (CAST-L3)			
Unit 1 – Counselling Studies			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Prepare to work within an ethical framework for counselling		
2	Understand the counselling relationship		
3	Understand difference and diversity issues to develop empathic understanding		
4	Work within a user-centred approach to counselling		
5	Use counselling theory to develop self-awareness in counselling practice		
6	Understand theories of counselling and mental health		
7	Use feedback, reflection and supervision to support counselling studies		
Unit 2 – Application of counselling skills in a range of occupational settings			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Understand ethical, legal and professional frameworks for the use of counselling skills in a range of occupational settings		
2	Understand the nature of relationships in a range of occupational settings		
3	Know the importance of using empathy and understanding diversity in a range of occupational settings		
4	Understand the nature of working alliances in a range of occupational settings		
5	Understand the importance of self-awareness in the application of counselling skills in different occupations		
6	Understand frameworks for the use of counselling skills in non-counselling settings		
7	Understand the role of feedback and reflection in applied counselling skills		

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To be completed by tutor:

Where the learning outcome has <u>not</u> been achieved please:

(a) State clearly which learning outcome this relates to.
(b) Give specific and relevant reasons why the learning outcome has not been achieved.
(c) Record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications	Proposed course of action

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: .... Candidate signature: .... Date: ....

I declare that this Completion Statement is a true record of the candidate's achievement:
I declare that this candidate has achieved all the above qualification requirements for CAST-L3:

Tutor name: .... Tutor signature: .... Date: ....

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Appendix 3: Criteria Assessment Sheet (CAS)

Candidate: .... Group: ……………………………………………………………

Qualification: .... Coursework: ……………………………………………………….

Candidates: In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment.				
Assessors: Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved).				
For completion by the candidate: Candidate reference to coursework			For completion by the tutor: Tutor assessment	
Unit (CAST-L3 and TC-L4 only)	Criteria number	Page number	*YES/NO*	Tutor feedback
General comments:				
Tutor name: Date:				

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