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2024 - 2025

Tutor Guide

Level 5 Diploma in Cognitive Behavioural Therapeutic Skills and Theory (CBT-L5)

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

Qualification/learning aim number: 500/8460/4

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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 for candidates who are already working as counselling practitioners and who want to develop their skills in Cognitive Behavioural Therapy (CBT) and use these skills as an integral part of their work. Candidates are expected to be working with clients within a professional framework in order to apply their learning on this course and to meet the assessment requirements.

It is designed to enhance the employability of counsellors in organisational settings and as independent practitioners by giving them a solid grounding in CBT skills and theory. CBT is one of the National Institute for Health and Care Excellence (NICE) recommended psychological therapies and counsellors with CBT skills are often sought after in multidisciplinary psychological therapy teams especially NHS Talking Therapies (formerly IAPT – Improving Access to Psychological Therapies).

The qualification includes training on how to:

- » Practise and develop CBT skills and theory.
- » Integrate CBT skills and theory into their existing client work.

See the [CBT-L5 Specification](#) for more information on qualification purpose.

Tip:

Make sure your candidates understand they will need to work with at least three different clients (30 hours minimum) using a CBT approach and to participate in group training supervision as part of the course.

2. Qualification Structure

The qualification is made up of 7 mandatory learning outcomes, each of which 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 [CBT-L5 Specification](#).

The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in [Appendix 1](#) of this document.

To achieve the qualification candidates must be internally assessed by you, the tutor, as **Proficient** in all 7 learning outcomes.

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

3. Standardisation of Tutor Assessment

As a tutor for CBT-L5, 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

4. Candidate Registration

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 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 \(CRO\)](#).

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 integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate¹. If in doubt, please contact CPCAB for further advice or information.

¹ Please see the [Conflict of Interest Policy](#) on the CPCAB website for further guidance.

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 when you register your group you will be prompted by the CPCAB portal to provide 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

² Until this information is received, we will not be able to approve this registration. Please contact exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

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 a learning review, a self-review (see section below on tutor-assessed self-review) and 2 written assignments (3,000 – 3,500 words), a client record of a minimum of 30 hours counselling with at least 3 different clients using CBT, and a supervision record. Your candidate might also include, for example, a self-review of an audio/video recording (including verbatim transcripts), tutorial records (when written by the candidate) and notes on their personal development.
2. **Tutor observation** – Your candidate must include records of tutor feedback on (a) their counselling practice sessions using CBT skills and (b) a case presentation. They might also include tutorial records (when written by the tutor), tutor feedback on 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 and at least one supervisor report. They might also include, for example, peer feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision), and client evaluation/feedback.
 - See [CBT-L5 Specification](#) for a summary of minimum assessment requirements.
 - See the CPCAB film on [How to build a student portfolio](#).

Tip:

It is a good idea to outline possible sections in the portfolio. For example:

- Documents: learning reviews, written assignments
- Tutor observations: tutor feedbacks on counselling practice
- Testimony: peer feedbacks on counselling practice, report from supervisor

Make the portfolio requirements clear and encourage a consistent house style.

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.

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.

Self-review

During the last third of the course candidates should be supported to complete a self-review of their learning. A template for this is available on the [CPCAB website](#). This is assessed by you the tutor to review their overall understanding of the Learning Outcomes to date. You can identify any areas for development on the self-review and outline what they should do to address this. This feedback might ask them to carry out additional learning activities, reflect in a piece of written work, undertake further practice hours, or attend a tutorial.

The self-review provides an opportunity for direct formative feedback on a candidates progress towards the Learning Outcomes. It can also be used to highlight any areas of concern or potential contraindications prior to the final Internal Assessment result.

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 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-indications⁴) 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, or via the self-review) alongside any agreed actions or support offered.

⁴ 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. Candidates will need to participate in the practical and experiential elements of the course, and demonstrate ethical practice, to enable the tutor to confirm their overall competence without any contraindications.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) online 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 all 7 learning outcomes and has met all the qualification requirements including all placement hours.
2. **Not Proficient (NP)**⁵: the candidate has **not** met the assessment criteria and/or has **not** achieved the 7 learning outcomes 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, client hours or incomplete work to address contra-indications.

When recording candidate's internal assessment result, centres will be required to state the number of completed placement hours in order to submit the result.

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 their portfolio work within three months beyond the end of the course.

Candidates registered for CBT-L5 have up to **ONE** year after the end of their course to complete the required 30 hours (minimum) of client work. If a candidate is likely to exceed this one-year extension, then the core tutor must complete the [Extension Request for Candidates \(CR11\)](#) form for candidates completing client hours and send to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension:

⁵ Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

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

It is important that centres ensure they submit accurate results. Premature claim of certification, before all qualification requirements (including placement hours) are met, is considered centre malpractice.

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.⁶

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in internal 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. 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. Centres should ensure that their IQA processes are sufficient to support tutors to assess at the correct level, across groups, and over time. CPCAB's External Verifiers will review a centres IQA processes as part of ongoing quality assurance. Please contact your programme coordinator to find out what procedures operate at your centre.

- See the [Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres](#).

⁶ This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

8. External Verification

External Verification is a supportive, collaborative process where a CPCAB representative will visit the centre to understand more about the centre's own processes, gain feedback from tutors, centre staff and candidates and review the centre's system of internal assessment. All centres teaching CBT-L5 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).

External Verifiers (EVs) are responsible for confirming that tutor assessment is at the correct level and feedback to candidates is detailed and constructive. To do this they examine the overall process of assessment by viewing a sample of candidate learning records (CLRs), portfolios and associated tutor assessment of those CLRs/portfolios. They will check that centre IQA is taking place and will also meet with the training team and a registered candidate group.

External Verifiers will offer advice and guidance to the centre while attending the visit. They also complete a feedback report to illustrate areas of good practice and identify actions to address areas for development.

There are no fees for external verification visits as these are included within the candidate registration fee. Should an additional support/visit be 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](#).

9. 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 regulators⁷, 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.

⁷ Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

An APC can be withheld:

- Until the annual declaration of compliance has been signed.
- Following an external verification visit to the centre if 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](#).

10. 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. Reasonable Adjustments in respect of Internal Assessment are provided by the centre.

Please see CPCAB's [Reasonable Adjustment Guidance for Centres](#).

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](#).

11. 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 and appeals procedure which is available to candidates. Candidates must address all appeals about internal assessment or complaints about 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.

12. Additional Qualification Requirements

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

Client work

Candidates are required to undertake a minimum of 30 hours of one-to-one client work with at least three clients using the CBT approach, although it is recognised that they may also be working with other approaches in their client work setting. This setting must be approved by the centre and offer them the opportunity to meet the qualification specifications. Candidates need to keep a log of their client work.

Candidates can complete placement hours for this qualification in-person, online/telephone, or a mix of both. The maximum amount of online placement hours will depend on the individual's own practice methods, and no CPCAB limit is set. Centres should ensure that candidates only undertake work in a format in which they are prepared, competent and appropriately supported. Candidates should maintain records of the type of session in their client log.

Please see [CBT-L5 Guidance to Client Work Experience](#) for more information.

Group training supervision

Tutors need to provide group training supervision as part of the course. This will normally take the form of 'group supervision' and can be linked to the requirement for case presentations. Candidates are expected to present their work, receive supervisory support from the tutor and peers, learn from the work of other candidates in the group and specifically examine the application of CBT theory and skills to their client work. The emphasis here is on learning, not on the client work outcome.

External Supervision

In addition, candidates are required to have external supervision of their counselling work (which may or may not be all within a CBT framework). The external supervision for the client work should be with a supervisor who is able to support them in their practice. The supervisor should not hold any other role such as a line manager. The supervisor is required to complete a report on the candidate's work.

Placement hours should be appropriately supervised and approved by you as tutor. Your candidates should aim to meet the supervision ratio requirements of their chosen professional membership association/ethical framework. This varies depending on the amount of client work undertaken and candidates should seek guidance from their professional membership association, placement agency (if applicable) and refer to centre requirements as to how these ratios are ethically achieved. For example, the BACP requirements for trainee counsellors in individual supervision is a minimum of 1.5 hours per calendar month. Ratio of 8 hours counselling to 1-hour supervision, with supervision every two weeks. The BACP formula for counting time gained through group supervision is that if a candidate is in a group of four or less, half the time of the session can be claimed. So, if there are four people in a session of 1½ hours, then each person can claim 45 minutes each. If there are five or more in a session, then divide

the length of the session by the number of people present - i.e. five people in a 2½ hour session could claim ½ an hour each.

Personal tutorials

Candidates should be offered tutorials throughout the course to support their learning, develop their practice and help them identify their learning goals. Tutorials can also be used to raise any concerns likely to affect the outcome of the candidate's internal assessment.

We recommend that clear tutorial discussion and outcome pro-forma are kept (in line with normal centre practice) and agreed between tutor and candidate - these will be of use to the candidate as evidence for certain qualification criteria (learning outcomes 5, 7 and possibly others).

13. 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](#).

Appendix 1: CBT-L5 Learning Outcomes, Assessment Criteria and Guidance for Tutors

CBT-L5		
LEARNING OUTCOME:	1. Work safely, legally and ethically as a counsellor using the CBT approach	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
1.1 Work within an ethical, legal and professional framework for CBT work	<ul style="list-style-type: none"> • Have a thorough knowledge of ethical frameworks for counselling. For example: the BACP “Ethical Framework for the Counselling Professions”, the NCPS “Code of Ethical Practice”, the BABCP “Standards of Conduct, Performance and Ethics” or another similar framework. • Show that you understand ethical / legal / professional issues relating to protection of clients physically and clinically in a range of contexts. • Demonstrate ability to develop and make use of referral routes/other sources of help for clients as appropriate. • Communicate the personal and professional limitations of your practice. 	<ul style="list-style-type: none"> ❖ Facilitate discussion under headings of ‘ethical’, ‘legal’ and ‘professional’ standards and explore how these overlap. Identify and refer to the ethical framework of choice – e.g. BACP, NCPS or BABCP. ❖ Present a range of ethical dilemmas for discussion. ❖ Explore implications of professional responsibility and the role of supervision. ❖ Use group discussion to explore when it may or may not be appropriate to use CBT. ❖ Assess via (for example) learning review, structured role play, contribution to group activity, assignments.
1.2 Prepare the client to work within a CBT framework	<ul style="list-style-type: none"> • Give examples of how you have worked in a collaborative and exploratory way with clients. • Reflect on the relevance of setting and working to an agenda, agreeing homework tasks, eliciting feedback and possible time limitations. • Explain the CBT approach to a client in role play and in practice. 	<ul style="list-style-type: none"> ❖ Expand on the collaborative and exploratory nature of CBT, the relevance of setting and working to an agenda, agreeing homework tasks, eliciting feedback and possible time limitations. ❖ Assess via (for example) learning review, structured role play, contribution to group activity, assignments.
1.3 Use CBT strategies to identify and manage risk	<ul style="list-style-type: none"> • Consider the nature of risk and explore the range of risks which could affect clients. • Apply CBT strategies for identifying risk. • Understand the guidance provided in NICE Guideline NG225 and its relevance to counselling practice. • Reflect on situations in which you have managed clients at risk or considered how you would do so. 	<ul style="list-style-type: none"> ❖ Lead discussion on the nature of risk and the importance of identifying and assessing clients at risk. ❖ Encourage implementation of risk assessment strategies. ❖ Discuss the content of NICE Guideline NG225 on ‘Self-harm: assessment, management and preventing recurrence’ and its relevance to a counselling role. ❖ Assess via (for example) learning review, case review, presentations.
1.4 Research and access appropriate personal and professional support	<ul style="list-style-type: none"> • Identify and implement strategies to improve own clinical practice. • Discuss (in case presentation sessions) the use of supervision to support assessment and treatment plans. • Report on your use of both group and individual supervision. • Show how you have drawn on appropriate personal support as a practitioner. 	<ul style="list-style-type: none"> ❖ Explore different kinds of support – e.g. professional networks, CPD, supervision, local information, personal therapy. ❖ Invite candidates to use a spider diagram to map their own support systems and identify any additional support needed to integrate CBT effectively into their practice. ❖ Assess via (for example) case presentations, learning review, assignment.

LEARNING OUTCOME:	2. Use the CBT framework to structure the therapeutic relationship	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
2.1 Critically reflect on the nature of the CBT therapeutic relationship	<ul style="list-style-type: none"> Discuss the significance and nature of the 'working alliance' for the CBT practitioner. Show an awareness of how the CBT relationship differs from other therapeutic approaches. Reflect on the implicit (unspoken, implied) and explicit (clearly evident) aspects of the therapeutic relationship. 	<ul style="list-style-type: none"> Clarify what is understood by the 'working alliance' and the collaborative nature of CBT. Facilitate discussion on how the CBT relationship differs from other approaches. In case discussions, facilitate application of understanding of implicit (unspoken, implied) and explicit (clearly evident) aspects of the therapeutic relationship. Include influences on the boundaries of the therapeutic relationship. Assess via (for example) case presentation, learning review.
2.2 Use CBT concepts and the case formulation to establish and maintain the therapeutic relationship	<ul style="list-style-type: none"> Use regular reviews of the case formulation to explore the idiosyncratic nature of the therapeutic relationship. Reflect on the implication(s) of your case formulation for the therapeutic relationship. Use case examples to show how you established a therapeutic relationship in which you carried out the assessment process. 	<ul style="list-style-type: none"> Consider how carrying out the case formulation, and the findings from it, could impact on the therapeutic relationship. Discuss the changing nature of the therapeutic relationship with particular reference to CBT. Assess via (for example) observation, case presentation, learning review.
2.3 Use the CBT framework to maintain and end the therapeutic relationship	<ul style="list-style-type: none"> Reflect on how to maintain and end a working alliance that is collaborative, structured, educative and exploratory. Show how you have maintained a balance between structure and bond (relationship) whilst exploring issues and educating your client. With reference to a CBT model, show how you have worked within a structured framework to benefit the client. 	<ul style="list-style-type: none"> Explore group member responses to working within a structured therapeutic relationship. Explore how to manage difficulties and ruptures whilst maintaining the therapeutic relationship. Assess via (for example) case presentations/case reviews.
2.4 Use research findings on relationship factors to inform CBT work	<ul style="list-style-type: none"> Show evidence of your having reviewed research findings (on relationship factors) in order to question and deepen your understanding of CBT. Apply this understanding to critically evaluate your own work. 	<ul style="list-style-type: none"> Discuss concepts that highlight the nature of the therapeutic relationship – e.g. 'collaboration', 'connectedness', 'intimacy', 'dependency', 'transference'. Invite candidates to explore relevant research findings on the therapeutic relationship. Invite candidates to challenge themselves by critically reviewing relevant research in relation to own practice. Assess via (for example) assignment, learning review.
LEARNING OUTCOME:	3. Integrate understanding of diversity in CBT work	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
3.1 Use theory and research on diversity to inform client assessment and treatment	<ul style="list-style-type: none"> Investigate research on impact of client diversity on the therapeutic process. Relate theory on diversity to client assessment and treatment choices. Apply insights from understanding social, cultural and biological factors to inform treatment plans. 	<ul style="list-style-type: none"> Signpost research on client factors in relation to therapeutic outcomes. Introduce scenarios that challenge the values and attitudes of the group. Assess via (for example) assignment, case study.

<p>3.2 Reflect on diversity issues that contribute to clients' patterns and schemas</p>	<ul style="list-style-type: none"> • Discuss how social, cultural and biological factors influence clients' patterns and schemas. • Explore a range of different patterns and schemas and practise using a selection of appropriate therapeutic interventions. • Use case presentations or your case study to show that you have explored with a client the possible origins of patterns and schemas. 	<ul style="list-style-type: none"> ❖ Explore concept of diversity in relation to clients' presenting issues, patterns, and schemas. ❖ Discuss the issues, difficulties and inner conflicts arising from this activity. ❖ Use frameworks such as the Churchill Framework to encourage candidates to explore how areas of diversity such as faith might impact on the counselling work. ❖ Practise working with difficult issues in role play workshops. ❖ Assess via (for example) self-review, case study.
<p>3.3 Apply CBT theory to work with the idiosyncratic nature of clients' core beliefs, rules and assumptions.</p>	<ul style="list-style-type: none"> • Explore a range of behavioural and belief patterns and schemas. • Reflect on the diverse experiences and possible origins that contribute to the client's patterns and schemas. • Implement appropriate therapeutic interventions in response to your clients' core beliefs, rules and assumptions. 	<ul style="list-style-type: none"> ❖ Use group supervision of case presentations to facilitate learners to explore the possible origins of patterns and schemas. ❖ Use group supervision of case presentations to facilitate learners to explore a range of different patterns and schemas and practise using a selection of appropriate therapeutic interventions. ❖ Consider the use of resources such as Race is complicated: A toolkit for psychological therapies training when preparing candidates to explore diversity issues ❖ Assess via (for example) group supervision, observation of case presentations, case review.
<p>3.4 Use research findings on client factors to inform CBT work</p>	<ul style="list-style-type: none"> • Critically review research on how 'client factors' influence therapeutic outcomes. • Consider how clients' own 'patterns of relating' influence CBT work. • Relate understanding of the role of client factors in therapeutic work to own client work. • Show how insights from this learning have informed work with individual clients. • 	<ul style="list-style-type: none"> ❖ Discuss the concept of 'client factors' in relation to therapeutic work and therapeutic outcomes. Refer to (for example): Cooper. M., <i>Essential Research Findings in Counselling and Psychotherapy</i>. Sage 2008. ❖ Introduce current research on how 'client factors' influence therapeutic outcomes. ❖ Explore how different approaches might view the role/importance of client factors in therapeutic outcomes. ❖ Assess via (for example) learning review, assignment, case study.
<p>3.5 Reflect on diversity issues which impact on clients accessing CBT</p>	<ul style="list-style-type: none"> • Consider a range of different clients and their needs. • Reflect on the appropriateness of CBT for meeting the above identified range of needs. • Reflect on factors which might prevent clients accessing CBT. • Explore the work of organisations developed with a vision to improve the accessibility of counselling services, for example BAATN. 	<ul style="list-style-type: none"> ❖ In the group create a chart of individual needs in relation to a range of users. Discuss how CBT provision does/does not meet these needs. ❖ Discuss how the type and range of therapies available impact on individual clients and their needs – e.g. in relation to NICE guidelines, IAPT initiative, online counselling etc. ❖ Consider the use of resources such as 'Race is complicated: A toolkit for psychological therapies training' when preparing candidates to explore diversity issues. ❖ Encourage exploration of organisations such as The Black, African and Asian Therapy Network to understand the vision of organisations developed to address inequality in therapeutic access. ❖ Assess via (for example) learning review, supervisor report.

LEARNING OUTCOME:	4. Use a coherent CBT approach to work with individual clients and their needs	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
4.1 Use empirical evidence and assessment data to produce a problem list and initial case formulation	<ul style="list-style-type: none"> • Reflect on and evaluate the process of collaborative assessment both from your perspective and that of the client. • Gather empirical evidence and use that evidence to propose and agree an initial case formulation, a problem list and subsequent treatment plan with a client. • Reflect on your use of assessment tools and techniques to identify and understand achievable therapeutic goals and outcomes. 	<ul style="list-style-type: none"> ❖ Present a hypothetical client and lead a discussion – showing how to develop a case formulation and its use in guiding work with a client. ❖ Use case presentations to highlight how an agreed case formulation informs the client's treatment plan. ❖ Assess via (for example) observation, case presentation/case study.
4.2 Share the initial case formulation with the client and agree a treatment plan	<ul style="list-style-type: none"> • Show that you can conduct an assessment in collaboration with a client and that you can work with that client to formulate and prioritise a problem list and negotiate a treatment plan. • Give practical examples of how you used objective data collaboratively in the therapeutic process. 	<ul style="list-style-type: none"> ❖ Discuss the role of assessment and the need for coherence when assessing clients. ❖ Explore how the CPCAB service level framework relates to the assessment frameworks indicated by CBT models. ❖ Facilitate client assessment practice consistent with the CBT approach. ❖ Assess via (for example) case observation, case presentation /case study.
4.3 Use the case formulation to guide the work and facilitate the client's process of change	<ul style="list-style-type: none"> • Explore the value of agreed case formulations to develop a diagnosis and treatment plan (this may require reference to ICD11 and DSM V – e.g. diagnosing depression). • Use the case formulation to work with explicit behavioural patterns, and with implicit patterns/schema. • Discuss the process in your case study or learning journal. 	<ul style="list-style-type: none"> ❖ Lead discussion on the place of diagnosis in counselling. ❖ Refer to ICD11 and DSM V for input and lead discussion on evidence-based diagnoses. ❖ Example activity: invite the group to create characters that fit with a range of more common psychological presentations. ❖ Discuss pros and cons of different approaches to assessment. ❖ Assess via (for example) learning review, assignment.
4.4 Use ongoing assessment to monitor client progress	<ul style="list-style-type: none"> • Reflect on the process of monitoring client change. • Use assessment tools or recognised CBT inventories to review client progress. • Using the data collected develop a reformulation and update the treatment plan for your client(s). 	<ul style="list-style-type: none"> ❖ Discuss the role, importance and process of review in CBT counselling work. ❖ Discuss real versus 'phoney' reviews. ❖ Assess via (for example) learning review, case study.
LEARNING OUTCOME:	5. Work with self-awareness as a counsellor using the CBT approach	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
5.1 Use CBT theory, tools and techniques to develop own self- awareness	<ul style="list-style-type: none"> • Reflect on the value of focusing on your own key automatic thoughts, beliefs and patterns of behaving. • Use CBT tools and techniques to develop own self-awareness. 	<ul style="list-style-type: none"> ❖ Explore the concept of self-awareness in relation to 'use of self'. ❖ Discuss how self-awareness impacts on the therapeutic relationship and the therapeutic process in CBT counselling work. ❖ Assess via (for example) learning review, assignment.
5.2 Use self-awareness in CBT work	<ul style="list-style-type: none"> • Reflect on the difficulties and problems associated with awareness of self in your CBT counselling work. • Evaluate the impact of use of self in your therapeutic work with a client. 	<ul style="list-style-type: none"> ❖ Invite candidates to evaluate 'use of self' as a CBT practitioner. ❖ Assess via (for example) observation, case presentation, review.

<p>5.3 Produce a personal case formulation to develop understanding of self</p>	<ul style="list-style-type: none"> Record how you facilitated your own self exploration and development by producing your own case formulation. Evaluate the use of own case formulation to identify behaviour/belief patterns and initiate personal change. 	<ul style="list-style-type: none"> Provide opportunities for learners to support each other to produce own case formulations. Encourage learners to present and share their own case formulations. Assess via (for example) learning review, observation of contribution to group process.
<p>5.4 Use personal case formulation to work on personal patterns and schema that might impact on CBT work</p>	<ul style="list-style-type: none"> Evaluate the process of developing a case formulation in collaboration with another. Record how you have used CBT tools and techniques to bring about change in yourself. Suggest ways in which the personal patterns and schema identified could impact on – or have impacted on – your CBT work. 	<ul style="list-style-type: none"> Provide opportunities for learners to identify own/each other’s patterns and schemas. Encourage learners to evaluate how their own patterns and schema might impact on their CBT work. Assess via (for example) case work, supervision record, learning review.
<p>5.5 Use research findings on therapist factors to inform CBT work</p>	<ul style="list-style-type: none"> Research literature on role of ‘therapist factors’ in therapeutic outcomes. Relate understanding of role of therapist factors in therapeutic outcomes to own client work. Show how insights from this learning have informed work with individual clients. 	<ul style="list-style-type: none"> Discuss concept of ‘therapist factors’ in relation to therapeutic outcomes. Explore how different approaches, including CBT, might view the role/importance of therapist factors in bringing about change. Discuss how therapist factors can be explored in relation to other learning outcome 5 criteria – i.e. use of self, self-awareness, power and authority, dependence and compliance. Assess via (for example) learning review, assignment, case study.
<p>LEARNING OUTCOME:</p>	<p>6. Use CBT theory, research and techniques coherently within counselling work</p>	
<p>Assessment criteria</p>	<p>Candidate guidance to criteria</p>	<p>Notes for tutors (guidance only)</p>
<p>6.1 Critically reflect on the CBT model of emotional disorders and mental health problems</p>	<ul style="list-style-type: none"> Explain and apply key concepts of the main theories informing the cognitive model of emotional disorders – so as to structure your work with a client. Compare different cultural attitudes to defining mental health/well-being. Reflect on the impact of such perceptions on individual clients both from the therapist’s and the client’s perspective. 	<ul style="list-style-type: none"> Discuss key concepts that have emerged from models informing the practice of CBT, for example: <ul style="list-style-type: none"> Beck – Cognitive therapy Meichenbaum – C. B. modification Ellis – Rational-emotive therapy Kelly – Personal constructs Lazarus – Multimodal therapy Padesky – C.B. methodology J. E. Young – Schema domains. Explore the group’s understanding of mental health/well-being versus mental ill-health. Review a range of different cultural perspectives on these issues. Discuss the impact of diagnosis/labelling on counselling work. Assess via (for example) learning review, assignment.

<p>6.2 Use CBT theory, tools and techniques to:</p> <ul style="list-style-type: none"> ➤ structure therapeutic work ➤ work with client beliefs, behaviours and schemas ➤ work with clients patterns of relating ➤ work therapeutically with common life problems and common mental health problems 	<ul style="list-style-type: none"> • Reflect on how you integrate CBT theory, tools and techniques. • Refer to work done in the learning group – e.g. discuss how you worked with patterns of maintenance, avoidance or compensation of maladaptive schema (include relevant evaluation, reflection and feedback). • Document how you have integrated CBT theory, tools and techniques – as specified in this criterion – to work with individual clients. 	<ul style="list-style-type: none"> ❖ Introduce activities to explore and develop integrated use of CBT theory, tools and techniques, which can include e.g.: <ul style="list-style-type: none"> ➤ Educating the client ➤ Triangles of understanding: <ul style="list-style-type: none"> ○ affectual ○ relational ➤ Guided discovery ➤ Socratic questioning ➤ Client feedback. ❖ Create opportunities for making sense of client issues and the therapeutic process from a CBT perspective – e.g. during case presentations, case discussions etc. ❖ Assess via (for example) case presentations/case study.
<p>6.3 Develop and evaluate homework tasks</p>	<ul style="list-style-type: none"> • Work with clients to develop homework tasks to support collection of empirical evidence. • Specifically use ‘client tailored’ homework tasks to work with a client’s issues. Reflect on the implementation and outcome of this process. For example, consider: <ul style="list-style-type: none"> ➤ the client’s attitude to the agreed homework set ➤ the client’s attention given to homework. • In relation to using homework tasks for working toward the client’s agreed goals, reflect on: <ul style="list-style-type: none"> ➤ the appropriateness of the design ➤ outcome of completing the task(s) set ➤ how you worked with (or might work with) non-compliance with homework tasks. 	<ul style="list-style-type: none"> ❖ Discuss the role of ‘homework’ as part of the structure of CBT. ❖ Create opportunities for learners to discuss and agree ‘client tailored’ homework tasks related to their own case formulations and problem lists. ❖ Facilitate the design of homework around key issues that have arisen from work in pairs. ❖ Allow time in small group sessions to evaluate the outcome of homework tasks and explore how resistance and conformity might be managed. ❖ Give opportunities to follow up on homework and to establish: <ul style="list-style-type: none"> ➤ attitudes to the homework set ➤ attention given to homework ➤ appropriateness of the design ➤ outcome of completing the task(s) set ➤ work with non-compliance with homework tasks. ❖ Assess via (for example) learning review, assignments.
<p>6.4 Use research findings on the effectiveness of treatments to inform CBT work</p>	<ul style="list-style-type: none"> • Investigate research findings on the effectiveness of treatment protocols that inform CBT work – e.g. for OCD, depression, anxiety, PTSD, phobia. • Show how you have applied research findings to work with own clients. 	<ul style="list-style-type: none"> ❖ Signpost students to different treatment protocols and discuss how to apply these to their work. ❖ Invite candidates to challenge themselves by critically reviewing relevant research in relation to own practice. ❖ Assess via (for example) assignment.
<p>6.5 Integrate concepts of psychopathology when assessing and referring clients</p>	<ul style="list-style-type: none"> • Reflect on the different understandings of ‘psychopathology’. • Present your understanding of ‘psychopathology’ in relation to CBT counselling practice. • Show how your understanding of psychopathology (supported by supervision) informs your judgement in making decisions about assessment and referral. 	<ul style="list-style-type: none"> ❖ Collect group views and responses to the word ‘psychopathology’. Link this with discussion on ‘diagnosis’ in learning outcome 4. ❖ Explore the meaning of psychopathology and its usefulness/relevance in different approaches and contexts. ❖ Relate understanding of psychopathology to CPCAB service level C. ❖ Assess via (for example) case work, group supervision, case study.

LEARNING OUTCOME:	7. Monitor and maintain professional effectiveness as a counsellor using the CBT approach	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
<p>7.1 Use CBT supervision to:</p> <ul style="list-style-type: none"> ➤ evaluate the continuing validity of individual client case formulation ➤ support implementation of the treatment plan ➤ support the therapeutic relationship and the therapeutic process ➤ identify clients with severe or complex mental health problems and support the referral process ➤ monitor personal well-being, competence and efficacy 	<ul style="list-style-type: none"> • Critically reflect on your use of group or individual supervision in relation to the areas described in this criterion. • Evaluate your use of supervision to support your assessment and treatment plans. 	<ul style="list-style-type: none"> ❖ Discuss assessment and treatment plans in group supervision and case presentation sessions. ❖ Explore ways of improving use of supervision. ❖ Use group supervision sessions to help learners to identify and implement strategies to improve their own CBT practice. ❖ Discuss the integration of CBT work into existing skills and knowledge base. ❖ Assess via (for example) supervisor report, case presentation.
<p>7.2 Implement a clinical audit tool</p>	<ul style="list-style-type: none"> • Evaluate your use of an appropriate audit tool for reviewing the progress of CBT work. 	<ul style="list-style-type: none"> ❖ Discuss the nature and use of tools for evaluating client outcomes –e.g. Clinical Outcomes for Routine Evaluation. www.coreims.co.uk. ❖ Discuss pros and cons of different approaches to audit. ❖ Assess via (for example) client records, case studies/presentations, assignment.
<p>7.3 Research and plan own programme for Continuing Professional Development (CPD)</p>	<ul style="list-style-type: none"> • Reflect on the role/importance of CPD in professional development. • Identify own development needs with reference to specific experience as a CBT counsellor. • Develop a plan for meeting your CPD needs. 	<ul style="list-style-type: none"> ❖ Discuss role of CPD as part of maintaining professional standards. ❖ Link with regulatory and accreditation requirements. ❖ Assess via (for example) learning review, reviewing individual CPD plans.

Appendix 2: Example Completion Statement for CBT-L5

Completion statement for Candidate Learning Record Level 5 Diploma in Cognitive Behavioural Therapeutic Skills and Theory			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Work safely, legally and ethically as a counsellor using the CBT approach		
2	Use the CBT framework to structure the therapeutic relationship		
3	Integrate understanding of diversity in CBT work		
4	Use a coherent CBT approach to work with individual clients and their needs		
5	Work with self-awareness as a counsellor using the CBT approach		
6	Use CBT theory, research and techniques coherently within counselling work		
7	Monitor and maintain professional effectiveness as a counsellor using the CBT approach		

To be completed by core tutor:

Where the learning outcome has not 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 CBT-L5:

Tutor name: Tutor signature: Date:

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: _____