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The only awarding body run *by* counsellors *for* counsellors

2024 - 2025

Tutor Guide

Level 5 Diploma in Psychotherapeutic Counselling (PC-L5)

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

Qualification/learning aim number: 500/8386/7

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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 designed to give candidates the knowledge, skills and competencies to work as self-employed counsellors in independent practice. It also equips candidates to take on a senior counselling role in an organisational context where client assessment, referral and routine evaluation are part of the role.

See the PC-L5 Specification for more information on qualification purpose.

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 PC-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 PC-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.

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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 (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 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 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]

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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. Please contact exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

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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

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), 2 written assignments (3,000 – 3,500 words), a client record (minimum of 60 one-to-one hours), a clinical supervision record and a personal counselling record (minimum of 40 hours[4] by the end of the course). Your candidate must also include a review of a 15-minute transcript of clinical work. It might also include tutorial records (when written by the candidate) and notes on their personal development.[5]

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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]   This can include hours undertaken prior to the start of the course, but at least 10 hours must be undertaken during the course itself.

[5]   Your candidate's personal development may result from insights gained from the course, other personal development work, tutorials, or from personal counselling.

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2. **Tutor observation** – Your candidate must include records of tutor feedback on (a) their counselling practice sessions (one via an audio or video recording[6]) and (b) a case presentation. Your candidate 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 PC-L5 Specification for 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, self-reviews
➢ 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.

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.

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[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:**
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> 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) <u>and</u> met all the qualification requirements. This final assessment is recorded on the <u>Completion Statement</u> 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, or via the self-review) alongside any agreed actions or support offered.

> **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.

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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.

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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)**[8]**:** 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 PC-L5 have up to **ONE** year after the end of their course to complete the required 60 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 it to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension:

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.[9]

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[8] Candidates must 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 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.

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 PC-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.

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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 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:

- 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. De-registration may also result if a centre is involved in malpractice.

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

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[10]   Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

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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 as an independent practitioner

Candidates are required to complete 60 hours minimum of one-to-one, **formally contracted** counselling as an independent practitioner; by 'independent' CPCAB means that the counsellor must exercise autonomy in their role as counsellor. This could be, for example, a senior counsellor in an

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agency/organisation, a private practitioner working for an external organisation (e.g. Prison Service), a counsellor working for an Employee Assistance Programme, or a counsellor in private practice. As an independent practitioner the candidate would usually be expected to carry responsibility for client assessment.

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 PC-L5 Guidance to Client Work Experience for more information.

Group training supervision

CPCAB expects group training supervision to be an integral and important part of the course. This can be linked to the requirement for a case presentation. Candidates are expected to present their work, receive supervisory support and challenge from you and their peers and learn from and challenge other candidates in the group. The emphasis here is on examining professional and therapeutic issues relating to work as an independent practitioner.

External Supervision

In addition, candidates are required to have external supervision of their counselling work. 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 or people present - i.e. five people in a 2½ hour session could claim ½ an hour each.

Personal therapy for candidates

Candidates need to have completed a minimum of 40 hours of personal counselling by the end of the course. This can include hours undertaken prior to the start of the course but at least 10 hours must be undertaken during the training itself. Other than the minimum required hours candidates should be encouraged to take responsibility for ensuring that they undertake sufficient therapy to meet their

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individual personal and professional needs as well as any professional body requirements. It is a requirement for candidates to maintain a record of their personal therapy.[11]

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 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.

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[11]   Candidates wishing to apply to UKCP for registration as a 'psychotherapeutic counsellor' should be aware that the minimum requirement for personal counselling is 105 hours in total - and at least 50 hours must be undertaken during training. See CPCAB website for further information.

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

PC-L5		
LEARNING OUTCOME:	1. Work safely, legally and ethically as an independent counsellor	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.1 Reflect on issues relating to establishing and managing an independent practice	• Explore issues relating to setting up an independent practice. Consider practical aspects including premises, advertising/marketing, insurance, costs/fees, processes for client contact / appointments, record keeping and related systems. • Show that you understand how independent practice differs from agency practice. • Reflect on these issues in learning review. • Prepare counselling information leaflet and action plan for establishing own independent practice.	❖ Use learning group to identify relevant issues. ❖ Compare and contrast autonomous independent practice with counselling in agency contexts. ❖ Offer scenarios to prompt discussion of situations which could arise in independent practice. ❖ Assess via (for example) learning review, individual counselling information leaflet and action plan for establishing own independent practice.
1.2 Work within an ethical, legal and professional framework for independent counselling work	• 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 ACC's "Code of Ethics" or another similar framework. • Explore ethical/legal/professional issues relating to independent practice. • Recognise responsibilities to clients, employers, the counselling profession and wider society. • Show that you understand how to protect clients physically and clinically and manage risk in private practice context. • Understand the guidance provided in NICE Guideline NG225 and its relevance to independent counselling practice. • Show awareness of relevant legislation in all aspects of client work including respect for human rights. • Demonstrate ability to develop and make use of referral routes/other sources of help and/or work collaboratively with other professionals for clients as appropriate. • Communicate the personal and professional limitations of your practice.	❖ Study in detail the ethical frameworks of the BACP, NCPS, ACC or similar. ❖ Facilitate discussion under headings of ethical, legal, professional and personal – and explore how these overlap. ❖ Invite candidates to identify and apply relevant legislation (within the context of independent practice) – e.g. health and safety, data protection (UK GDPR (General Data Protection Regulation) and Data Protection Act 2018) equal opportunities / antidiscrimination etc. ❖ Explore a range of situations/scenarios which could challenge the limits of independent practice. ❖ 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, structured role play, assignments, case review.
1.3 Respond to and manage ethical dilemmas	• Reflect on the use of an ethical framework to resolve ethical dilemmas relevant to independent practice. • Demonstrate ability to apply an ethical framework to managing ethical dilemmas in client work. • Evidence understanding in learning review, case discussion and assignments.	❖ Present a range of ethical dilemmas for discussion. ❖ Challenge candidates to justify ethical decisions to group of peers. ❖ Explore implications of professional responsibility and role of supervision. ❖ Assess via (for example) contribution to group activity and via case review/assignments.

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1.4 Research and access appropriate sources of support	• Explore what resources you need in place to support work as independent counsellor. • Show how you connect the need to provide a 'holding' environment for your client with your own need for 'being held'. • Demonstrate ability to draw on appropriate support in independent counselling work.	❖ 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 for independent practice. ❖ Assess via (for example) candidate's use of appropriate resources to support independent counselling work.
LEARNING OUTCOME:	2. Work with complex aspects of the counselling relationship	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.1 Manage the conflicts and demands of working within relational boundaries in independent practice	• Reflect on the difficulties in managing the boundaries of the counselling relationship in independent practice. • Demonstrate your ability to respond appropriately to challenges and conflicts relating to relational boundaries in independent counselling work. • Evidence in learning review, case presentations / discussions.	❖ Use vignettes or case discussion to explore conflicts and difficulties in maintaining boundaries in independent practice. ❖ Explore how difficulties arise as a result of both counsellor and client factors. ❖ Assess via (for example) case discussion, presentations, assignments.
2.2 Use theory and research to work with implicit aspects of the therapeutic relationship	• Document your recognition of implicit aspects of the process of relating – and relate these to theory and research on relationship factors. • Show how you applied your understanding (of implicit aspects of the relationship) to enrich and inform work with clients.	❖ Discuss concepts that highlight the nature of the therapeutic relationship – e.g. attunement, connectedness, intimacy, dependency, transference. ❖ Invite candidates to explore relevant research on the therapeutic relationship. ❖ Facilitate (via case discussion) application of understanding of implicit aspects of the relationship. ❖ Assess via (for example) observed case presentations/case reviews.
2.3 Work with challenges and difficulties that arise in the therapeutic relationship	• Give examples to show that you understand the difference between implicit and explicit influences on the boundaries of the relationship. • Give examples from case work to illustrate how you managed both implicit and explicit influences on the therapeutic process. • Recognise the limits of the counselling relationship and give examples of when referral may be necessary. • Give examples of (and reflect on) difficulties encountered in maintaining and working within the therapeutic relationship – e.g. resistance, collusion, recurring behavioural patterns, readiness etc. • Manage ruptures and unpredictable problems in the therapeutic relationship. • Evidence in case presentations/case reviews.	❖ Explore (using discussion/case scenarios/workshops) a range of influences on the therapeutic relationship. ❖ Differentiate between the implicit (unspoken, implied) and explicit (clearly evident) influences on the boundaries of the therapeutic relationship. ❖ Discuss implications of not acknowledging these influences. ❖ Reflect on the benefits and dangers of maintaining relational boundaries. ❖ Explore how to manage ruptures in the therapeutic relationship. ❖ Assess via (for example) observation, case presentation and learning review.

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LEARNING OUTCOME:	3. Use theory and research to work with client diversity in independent practice	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
3.1 Reflect on theory and research on diversity issues and apply insights to counselling work	• Investigate research on the impact of client diversity on the therapeutic process. • Apply theory to understand issues of client diversity. • Apply insights (from understanding of client diversity) to enhance work with individual clients.	❖ Explore concept of diversity in relation to clients. ❖ Signpost research on client factors being significant in relation to therapeutic outcomes. ❖ 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) assignment and case study.
3.2 Reflect on diverse cultural perceptions of mental health and well-being	• 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. • Be aware of psychopharmacological interventions and possible impact on therapeutic process.	❖ 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.
3.3 Work with the social, cultural and biological factors that impact on individual clients	• Explore own resistance/reluctance to engage with client diversity. • Critically reflect how similarity and difference can both help and hinder the depth of the therapeutic work. • Evidence how challenging yourself and working with your own inner conflicts has increased your ability to work with individual clients.	❖ Introduce scenarios that challenge the values and attitudes of the group. ❖ Discuss the issues, difficulties and inner conflicts arising from this activity. ❖ Practice (in role play workshops) working with difficult issues. ❖ 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. ❖ Assess via (for example) self-review and case study.
3.4 Reflect on diversity issues which impact on clients accessing counselling in independent practice	• Review own independent practice provision in relation to individual client needs. • Include issues both at explicit and implicit level. • Explore the work of organisations developed with a vision to improve the accessibility of counselling services, for example BAATN.	❖ In the group create a chart of individual client needs in relation to a range of users. ❖ Discuss how those needs (both explicit and implicit) could be met. ❖ Discuss barriers to accessing counselling – e.g. physical access, cost, mental health provision etc. as well as implicit issues relating to diversity. ❖ 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 or supervisor report.

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LEARNING OUTCOME:	4. Use a coherent approach to respond to the needs of individual clients	
Assessment criteria	**Candidate guidance to Criteria**	**Notes for tutors (guidance only)**
4.1 Use a coherent assessment strategy to assess individual clients and their needs	• Reflect on the responsibility (as an independent practitioner) of assessing client needs and risks. • Consider the nature of risk and explore the range of risks which could affect clients. • Identify and describe your framework for assessing clients consistent with your theoretical approach. • Demonstrate ability to use a coherent framework for assessing clients. • Conduct risk assessment and respond appropriately to the implications.	❖ Discuss the role of assessment and the need for coherence when (as an independent practitioner) assessing clients. ❖ Explore how the CPCAB Service level Framework relates to the assessment frameworks used by group members. ❖ Practice client assessment of need and risks consistent with counsellor's own approach. ❖ Discuss how risk assessments are conducted and how practitioners can respond appropriately to the risks. ❖ Assess via (for example) case observation, case presentation/case study.
4.2 Critically reflect on different approaches to client assessment	• Reflect on the notions of assessment and 'diagnosis' in counselling work. • Compare and contrast different attitudes to assessment and the consequent impact on client and counsellor.	❖ Explore different approaches to the idea of assessment. ❖ Lead discussion on the place of diagnosis in counselling. ❖ Refer to DSM 5 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 & cons of different approaches to assessment. ❖ Assess via (for example) learning review or assignment.
4.3 Evaluate choice of therapeutic interventions in relation to individual clients and their needs	• Use supervision and your own internal supervisor to critically review the therapeutic process with individual clients. • Evaluate your ability to keep the client's needs at the heart of the process. • Show your ability to attune/adapt your responses more closely to the client's needs.	❖ Refer to (for example) Casement[12], Woskett[13] and other research – in order to revisit the idea of the 'internal supervisor'. ❖ Discuss the role of the internal supervisor in keeping the focus on the client. ❖ Use IPR (interpersonal process recall) to build skills of internal supervision. ❖ Discuss the role of the counsellors own internal supervisor and their external supervisor(s) in keeping the process focused on the client and their needs. ❖ Assess via (for example) assignment, observation, case presentation/case study.
4.4 Reflect on and evaluate the counselling work in collaboration with the client	• Discuss the importance of involving the client in reviewing the counselling work. • Show how you have effectively involved clients both in reviewing the work and responding appropriately to the review process.	❖ Discuss the role and importance of review in independent counselling work. ❖ Use role play to explore challenging situations resulting from the review process – e.g. a client who wants to end the counselling suddenly; a counsellor who feels controlled / stuck / bored / sexually attracted to the client. ❖ Assess via (for example) learning review/case study.

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[12] Casement, P. (1985) On Learning from the Patient. Routledge.
[13] Woskett, V. (1999) The Therapeutic Use of Self. Routledge.

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4.5 Use research findings on client factors to inform counselling work	• Critically review research on how client factors' 'influence therapeutic outcomes. • Relate understanding of role of client factors in therapeutic work to own client work. • Show how insights from this learning have informed your work with individual clients.	❖ Discuss the concept of client factors in relation to therapeutic work and therapeutic outcomes. ❖ Introduce current research on how client factors influence therapeutic outcomes. ❖ Explore how different theoretical approaches might view the role/importance of 'client factors' in therapeutic outcomes. ❖ Assess via (for example) learning review/assignment/case study.
LEARNING OUTCOME:	5. Work with self-awareness as an independent practitioner	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
5.1 Use insights from work on implicit aspects of own self, personal history and patterns of relating to inform counselling work	• Show ongoing and regular commitment to expanding your knowledge of the shadow/hidden aspects of self. • Record and reflect on your responses in the group/personal relationship/client work and relate these to aspects of yourself, personal history and patterns of relating. • Use insights from this personal work to enhance and deepen your work with clients.	❖ Use the opportunities in the learning group to highlight areas of difficulty which offer opportunities for candidates to explore their understanding of self, personal history and patterns of relating. ❖ Challenge learners to share and develop responsibility for each other's development. ❖ Assess via (for example) learning review, contribution to group process and use of self-awareness in client work.
5.2 Compare and contrast different theoretical perspectives on the use of self in counselling work	• Discuss how different approaches view 'use of self' in counselling work. • Critically reflect how different approaches to use of self-impact on the nature of the therapeutic relationship and the skills/techniques/attitudes of the therapist. • Develop a coherent understanding of the use of own self in your own client work.	❖ Explore the concept use of self. ❖ Invite candidates to research and present different approaches to the use of self in counselling work. ❖ Discuss how this impacts on the therapeutic relationship and the therapeutic process. ❖ Assess via (for example) learning review and/or assignment.
5.3 Use awareness of self to work with the impact of power and authority in the counselling relationship	• Reflect on your responses to your own or your client's expression of power or authority in the therapeutic relationship. • Give an example of managing the impact of power or authority as factors in the counselling relationship. • Show awareness of how external organisational power dynamics can impact on you and the counselling work. • Show in case work that you are aware of the counsellor's role in managing these dynamics.	❖ In the large group reflect on the use of power and authority within the group. ❖ Discuss power and authority' in relation to peoples' need for (and resistance to) these. ❖ Practice recognising the presence of power and/or authority as dynamics in the counselling session. ❖ Assess via (for example) case work, supervision record, learning review.
5.4 Use research findings on therapist factors to inform client work	• 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 your work with individual clients.	❖ Discuss concept of therapist factors in relation to therapeutic outcomes. ❖ Explore how different theoretical approaches might view the role/importance of therapist factors. ❖ Discuss how therapist factors can be explored in relation to other unit 5 criteria – i.e. therapist's personal history/patterns of relating/self, use of self, self-awareness, power and authority. ❖ Assess via (for example) learning review/assignment/case study.

LEARNING OUTCOME:	6. Use theory, research and skills within a coherent framework for independent counselling practice	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
6.1 Use theory to work with implicit aspects of client's self, personal history and patterns of relating	• Show evidence of reading and understanding theory which informs your understanding of implicit processes. • Use theory coherently to reflect on and increase your understanding of the client's self, personal history and patterns of relating at the implicit level. • Show how this theoretical understanding directly informs your understanding of the client's issues and the therapeutic process.	❖ Map out different ways of conceptualising the implicit in relation to self, personal history and patterns of relating within different theoretical approaches. ❖ Create opportunities (during case presentations, case discussions etc.) for making sense of client issues and the therapeutic process from different theoretical perspectives ❖ Assess via (for example) case presentations/case study.
6.2 Use research findings to critically evaluate and develop own theoretical understanding	• Demonstrate knowledge of research methods relevant to psychotherapeutic counselling. • Show evidence of reviewing research findings to question and deepen your understanding of counselling theory. • Apply this understanding to critically evaluate your own work. • Include critical awareness of other therapeutic approaches.	❖ Discuss current factors – e.g. NICE guidelines, IAPT, on-line counselling etc. – which impact on the choice of theoretical approach(es) in current practice. Include an overview of research methods. ❖ Discuss importance of keeping up-to-date with new developments/trends in counselling theory and research findings. ❖ Invite candidates to challenge themselves by critically reviewing relevant research in relation to own practice. ❖ Assess via (for example) assignment.
6.3 Integrate skills and techniques within a coherent theoretical framework	• Show how your therapeutic interventions / responses are embedded and underpinned by your theoretical approach. • Critically evaluate your choice of intervention / response in your work with individual clients.	❖ Set up advanced role play and experiential exercises – e.g. goldfish bowl, exchanging counsellor/client roles within a practice session – to invite critical discussion on choice of intervention/responses. ❖ Challenge candidates to explain their interventions with reference to the theory that underpins their work. ❖ Assess via (for example) tutor observation.
6.4 Apply research findings to inform work with common life problems and common mental health problems	• Read relevant research on common life problems and common mental health problems. • Show critical awareness of the challenges of defining and differentiating between the above terms. • Show how your understanding of research findings on common life problems/common mental health problems has informed your work with individual clients.	❖ Discuss the meaning of these terms and their relation to CPCAB's Service level B. ❖ Explore the role/importance of research in the counselling profession. ❖ Signpost relevant sources of research on common life problems/common mental health problems. ❖ Assess via (for example) assignment, case presentation/case study.
6.5 Integrate concepts of psychopathology when assessing and referring clients	• Reflect on the different understandings of psychopathology. • Present your understanding of 'psychopathology in relation to your own approach/practice. • Show how your understanding of psychopathology informs your judgement as an independent practitioner (supported by supervision) in making decisions about assessment and referral.	❖ Collect group views and responses to the word 'psychopathology'. Link this with discussion on 'diagnosis' in unit 4. ❖ Explore the meaning of psychopathology and its usefulness/relevance in different approaches/contexts. ❖ Relate understanding of psychopathology to CPCAB's Service Level C. ❖ Assess via (for example) case work/group supervision/case study.

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LEARNING OUTCOME:	7. Monitor and maintain professional effectiveness as a counsellor in independent practice	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
7.1 Critically evaluate own use of clinical supervision	• Reflect on role/importance of supervision to you as an independent practitioner. • Show how you have integrated learning and insights from supervision to develop practice. • Show how you have evaluated your use of supervision in order to meet your developing needs as an independent practitioner.	❖ In group discussion reflect on how the counsellor's needs change and develop. ❖ Discuss use of supervision to meet individual counsellors' developing needs. ❖ Suggested activity: invite candidates in groups to devise an evaluation proforma for assessing how effectively they each have prepared for and used their own supervision. Debrief and develop individual action plans. ❖ Assess via (for example) learning review, supervision report, supervision record and self-review.
7.2 Implement a clinical audit tool	• Research tools for monitoring client outcomes – e.g. Clinical Outcomes for Routine Evaluation: www.coreims.co.uk. • Reflect on role and importance of audit tools in monitoring client outcomes. • Make use of a clinical audit tool as part of your practice evaluation and development.	❖ 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.
7.3 Research and plan own programme for Continuing Professional Development	• Reflect on the role/importance of CPD in professional development. • Identify own development needs with reference to your specific experience as an autonomous practitioner. • Develop a plan for meeting your CPD needs.	❖ Discuss role of CPD as part of maintaining professional standards. ❖ Link with regulatory/accreditation requirements. ❖ Assess via (for example) reviewing individual CPD plans and learning review.

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Appendix 2: Example Completion Statement for PC-L5

	Completion statement for Candidate Learning Record Level 5 Diploma in Psychotherapeutic Counselling (PC-L5)		
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Work safely, legally and ethically as an independent counsellor		
2	Work with complex aspects of the counselling relationship		
3	Use theory and research to work with client diversity in independent practice		
4	Use a coherent approach to respond to the needs of individual clients		
5	Work with self-awareness as an independent practitioner		
6	Use theory, research and skills within a coherent framework for independent counselling practice		
7	Monitor and maintain professional effectiveness as a counsellor in independent practice		

To be completed by core 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 PC-L5:

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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