



NCFE Diploma in Counselling (3705)

Candidate Information Pack

Candidate Name:

Centre Number:

Centre Name:

Tutor's Name:

Start Date:

Signatures

Candidate: Date:

Assessor: Date:

Internal Verifier*: Date:

External Verifier*: Date:

* for completion if part, or all, of the evidence has been sampled by the Internal and/or External Verifier

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Section 1: Introduction

Thank you for choosing an NCFE programme. This information pack is yours to keep and is a place to record your progress.

Your NCFE scheme can help you progress to further qualifications or into employment. The following scheme overview explains this in more detail.

Scheme Overview

The Diploma in Counselling (3705) has been developed by NCFE to extend its range of provision in counselling courses and to provide candidates with a progression route towards full professional status as a counselling practitioner.

The Diploma comprises the following five mandatory units:

- ◆ Unit 01 Make use of a theoretical base
- ◆ Unit 02 Work with the process and practice of counselling
- ◆ Unit 03 Integrate professional issues into practice
- ◆ Unit 04 Integrate personal development into practice
- ◆ Unit 05 Make effective use of supervision

Aims

The overall aim of the Diploma is to provide professional training in counselling through which you will acquire both a sound theoretical framework and the practitioner skills required to work safely and effectively as a counsellor.

- ◆ provide an environment in which you can learn the theory of a core model of counselling and some understanding of other counselling approaches
- ◆ provide a safe and challenging atmosphere in which you are enabled to link theory to practice with the use of case study discussion, supervised skills training and experiential work
- ◆ enable you to undergo a clinical placement and to provide ongoing support and supervision of your clinical work
- ◆ encourage your self-awareness and the processes of reflection and exploration
- ◆ encourage critical thinking and understanding of a clearly defined model (which may be integrative)
- ◆ provide a stimulating learning environment which encourages academic and professional exploration
- ◆ prepare you for accreditation by the British Association for Counselling and Psychotherapy

Opportunities for Further Education and Training

The NCFE Diploma in Counselling (3705) can be used to provide progression into higher education or possibly directly into employment.

Links to Key Skills

This scheme provides opportunities for developing Key Skills (Communication, Application of Number, Information and Communication Technology, Working with Others, Problem Solving and Improving Own Learning and Performance). Your Tutor may decide to assess you for these Key Skills. If you are assessed and are successful, you will be given a certificate to show which Key Skills you have achieved.

Section 2: Completing your NCFE Diploma

Why Use This Information Pack?

This information pack will help you keep track of the work you have done and the work you still need to do to finish your portfolio. It will also help your Tutors and Verifiers find their way around your portfolio so they can assess it or check it. Once you have completed your portfolio, your Tutor will sign the front of the information pack, to show it has been completed to his/her satisfaction.

The Internal and External Verifier

After your Tutor has assessed your work, another member of staff, the Internal Verifier, will confirm your Tutor's assessment. An External Verifier, employed by NCFE, will visit your centre and may wish to discuss the content of the course and the work you are doing with you and the other candidates. The External Verifier's role is to ensure your work has been assessed in accordance with NCFE's requirements. The Internal and/or External Verifier will also sign the front of the information pack, if your portfolio is one of those selected.

Certification

Once you have built up your portfolio of evidence to the satisfaction of your Tutor and the Internal and External Verifier, **and** successfully completed your placement hours, you will be awarded the NCFE Diploma in Counselling (3705).

Once your portfolio has been completed and signed off by your centre and the External Verifier, your centre will return a signed *Certificate Claim Form* to NCFE. Your certificate will be despatched to your centre within 15 working days of receipt of this form. Your centre will either forward the certificate to your home address, or notify you that it is available for collection.

Additional Support Requirements

NCFE recognises that you might require additional support in order to achieve your Diploma; for example, if you have a permanent, or temporary, disability, medical condition or specific learning need. This may take the form of facilities to support reading or writing needs, a hearing, visual or physical impairment, facilities to support a medical condition or temporary injury, or facilities to support you if your first language is not English.

Your Tutor will discuss the most appropriate method of support to meet your needs and will notify NCFE of the support they are going to give you.

Appeals, Enquiries about Results and Complaints

If you have any queries or problems with your scheme, you should first talk to your Tutor, the Internal Verifier or another member of staff at your centre. If you have a complaint about the way your work has been assessed, or the support you have been given, you must raise the issues through your centre's own appeals or grievance policy (your Tutor should be able to give you a copy of this).

Section 2: Completing your NCFE Diploma

If you and your Tutor think that the results of your assessment, or the comments of the External Verifier, are very different from what you expected, your Tutor can request that NCFE re-checks your work. This must take place within one month of the verification decision. There is a charge for this service, which is refunded if the appeal is upheld and your result is changed. Please bear in mind that re-marking can result in a negative result change, as well as positive and that the re-checked mark will be used for your overall result.

For more information your Tutor will be able to provide you with a full copy of NCFE's *Appeals and Enquiries about Results Policy*, or you can download it from www.ncfe.org.uk.

Malpractice and Misconduct

NCFE will act upon reports of suspected or actual cases of malpractice or misconduct received from candidates and other parties about a centre's activities or centre personnel which may affect the integrity of the scheme(s) and quality assurance systems.

If your centre suspects you have been involved in malpractice or misconduct (eg cheating) your certificate will not be issued during the course of the investigation. If the case is proven you may have a part of your assessment disallowed or, in serious cases, your final results may be void.

For more information your Tutor will be able to provide you with a full copy of NCFE's *Malpractice and Misconduct Policy*, or you can download it from www.ncfe.org.uk.

Equal Opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of gender, colour, racial origin, nationality, disability, age, creed, sexual orientation, marital status and social background.

NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices, and in access to its qualifications. NCFE's Equal Opportunities Policy is available to download from the NCFE website (www.ncfe.org.uk).

Data Protection

NCFE is registered under the Data Protection Act and committed to maintaining the highest possible standards when handling personal information.

Section 3: Tracking your progress

Unit Overviews

Unit 01 Make use of a theoretical base (Theory)

This unit has five elements and is **mandatory**:

- ◆ Element 1.1 Make use of appropriate knowledge bases for use in the counselling process
- ◆ Element 1.2 Use theoretical concepts to understand clients and their situation
- ◆ Element 1.3 Use theoretical base to develop own practice
- ◆ Element 1.4 Recognise different models of counselling and psychotherapy
- ◆ Element 1.5 Understand the effects of mental ill health on the client and the counselling process

Unit 02 Work with the process and practice of counselling (Skills)

(Stage 1: Elements 2.1-2.5; Stage 2: Elements 2.6-2.10)

This unit has 10 elements and is **mandatory**:

- ◆ Element 2.1 Use skills to develop a counselling relationship
- ◆ Element 2.2 Maintain a counselling relationship
- ◆ Element 2.3 Conclude a counselling relationship
- ◆ Element 2.4 Apply an ethical code of practice to skills work
- ◆ Element 2.5 Work in a 'time limited' way with clients
- ◆ Element 2.6 Demonstrate the use of advanced skills when developing a counselling relationship
- ◆ Element 2.7 Demonstrate the use of advanced skills when maintaining a counselling relationship
- ◆ Element 2.8 Use advanced skills to conclude a counselling relationship
- ◆ Element 2.9 Follow ethical practice
- ◆ Element 2.10 Support emotionally or mentally disturbed clients

Unit 03 Integrate professional issues into practice (Theory)

This unit has five elements and is **mandatory**:

- ◆ Element 3.1 Understand equal opportunities and 'social systems' within counselling
- ◆ Element 3.2 Recognise support within the community
- ◆ Element 3.3 Prepare for work in an agency/placement
- ◆ Element 3.4 Apply an understanding of the working alliance
- ◆ Element 3.5 Examine the issues involved in setting up in professional practice

Unit 04 Integrate personal development into practice

(Stage 1: Element 4.1; Stage 2: Element 4.2)

This unit has two elements and is **mandatory**:

- ◆ Element 4.1 Develop an awareness of self
- ◆ Element 4.2 Make active use of self awareness in relationships

Section 3: Tracking your progress

Unit Overviews (continued)

Unit 05 Make effective use of supervision (Theory and Skills)

This unit has two elements and is **mandatory**:

- ◆ Element 5.1 Work with a supervisor
- ◆ Element 5.2 Make supervision contracts

Section 3: Tracking your progress

Summary of Achievements

Unit No.	Unit Title	Candidate Signature	Assessor Signature	IV Signature *
01	Make use of a theoretical base (Theory)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____
02	Work with the process and practice of counselling (Skills) Stage 1 (2.1-2.5)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____
02	Work with the process and practice of counselling (Skills) Stage 2 (2.6-2.10)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____
03	Integrate professional issues into practice (Theory)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____
04	Integrate personal development into practice Stage 1 (4.1)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____
04	Integrate personal development into practice Stage 2 (4.2)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____
05	Make effective use of supervision (Theory & Skills)	Initials: _____ Date: _____	Initials: _____ Date: _____	Initials: _____ Date: _____

* For completion if part or all the evidence for the unit has been sampled by the Internal Verifier.

Unit 01

Make use of a theoretical base

Element 1.1:	Make use of appropriate knowledge bases for use in the counselling process
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Performance Criteria (What the candidate needs to do)	
1.1.1	Explore and explain the history and development of the core theoretical model(s)
1.1.2	Explain and evaluate the writings of the theorists connected with the core model(s)
1.1.3	Explore personal growth and development through the approaches found in the core model(s)
1.1.4	Demonstrate an integration of theory and skills within group interaction on the course and with external clients
1.1.5	Evaluate perceived limitations of the core model(s) in light of experience with clients
1.1.6	Link theoretical understanding with practical work (unit 02), on the course and with external clients
1.1.7	Demonstrate how practical work with clients is informed by the theoretical model(s)
1.1.8	Demonstrate an integration of the philosophy, theory and practice of the 2/3 core model(s) into one coherent approach
1.1.9	Define and explain your personal use of the core model(s) within your own counselling practice

Range (context)	
Core theoretical model:	primary components; defining characteristics; usual applications; ways of working derived from them
Writings:	literature written by the recognised authors of the core model(s) and other experts in the field
Integration:	a cohesion of theory and skills, where practice and understanding are securely linked
Theory:	philosophy, beliefs, understanding behind the practice, development issues of client
External clients:	client's seen at placements and places of work. When approved – in private practice
Perceived limitations:	critical evaluation of the model(s), an ability to examine the theoretical framework from more than one perception
One coherent approach:	an integration of the various aspects of the core models, recognising when they complement and differ, but using all aspects when appropriate
Counselling:	what is appropriate to becoming a counsellor as opposed to becoming a psychotherapist

Knowledge (What the candidate needs to know)
The philosophy of the core model (s)
The names of the theorists underpinning the core model(s)
History relevant to the core model(s)
Changes and movement connected with the development of the core model(s)
The key concepts, beliefs and approaches inherent to the model(s) being taught
To include all aspects of the model(s) being taught appropriate to counselling training

Unit 01

Make use of a theoretical base

Element 1.1: Make use of appropriate knowledge bases for use in the counselling process (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Presentations in class Critique of two books, one by the primary theorists, with comparisons to two other books First year: two case studies of the models Project Essay Second year: two case studies with transcript and details of supervision Oral questioning Journal summaries Personal philosophy Direct observation of interactions in group process Direct observation in skills sessions	

Candidate _____
 (Signature/date)

Assessor _____
 (Signature/date)

Element 1.2: Use theoretical concepts to understand clients and their situation

Performance Criteria (What the candidate needs to do)	
1.2.1	Explain how the key concepts of the core model(s) are used to facilitate the counselling process
1.2.2	Demonstrate how the key concepts of the core model(s) assists in understanding client issues
1.2.3	Demonstrate an understanding of the client’s world through your knowledge of the core model(s)
1.2.4	Evaluate information received from the client, through the use of theoretical concepts
1.2.5	Evaluate and monitor the usefulness of your approach with clients and modify as necessary
1.2.6	Describe and reflect on your own contribution to the counselling process in relation to your understanding of the core models(s)
1.2.7	Describe how the theoretical framework informs planning and contact with clients

Range (context)	
Key concepts:	beliefs, attitudes, approaches and interventions
Counselling process:	stages in the counselling relationship; the understanding of the relationship between client and counsellor
Client issues:	problems, concerns, confusions, misconceptions, situations, emotional ill health and celebrations that the client brings to the counselling session
Planning:	application of knowledge base is relevant and appropriate to the client forward looking, preparation appropriate to the model being taught
Contact:	counselling sessions, telephone calls, letters

Knowledge (What the candidate needs to know)
The key concepts, beliefs and approaches inherent to the model(s) being taught
To include all aspects of the core model(s) appropriate to counselling training
Developmental issues appropriate to the core model(s)
Diagnosis and assessment of clients as appropriate to core model(s)
Client issues as appropriate to core model(s)
Authors note
Understanding of child and adult development as appropriate to core model(s)
Initial and subsequent evaluation of the client as appropriate to core model(s)

Unit 01

Make use of a theoretical base

Element 1.2: Use theoretical concepts to understand clients and their situation (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Presentations in class Critique of two books, one by the primary theorists, with comparisons to two other books First year: two case studies on the models Project Essay Second year: two case studies with transcript and details of supervision Oral questioning Journal summaries Personal philosophy Direct observation of interactions in group process Direct observation in skills sessions	

Candidate _____
 (Signature/date)

Assessor _____
 (Signature/date)

Element 1.3: Use theoretical base to develop own practice

Performance Criteria (What the candidate needs to do)

- 1.3.1 Assess the appropriateness of **styles and methods of interaction** in relation to client and experience of working together
- 1.3.2 Assess progress against **indicators of change** within the chosen theoretical model(s)
- 1.3.3 Explore personal growth and development through the approaches found in the core model(s)
- 1.3.4 Demonstrate an integration of theory and skills within group interaction on the course and with external clients
- 1.3.5 Test rationale for interventions with **other professionals**
- 1.3.6 Describe the use of theoretical concepts used to **progress** work with clients and inform decision making and describe how you plan to address gaps in theoretical knowledge through **professional development**

Range (context)

Styles and methods of interaction:	the manner and approaches used to respond and relate with the client
Indicators of change:	specific movement in behaviour, beliefs, attitudes and feelings
Other professionals:	supervisor, tutors, other counsellors, supervision peer group
Progress:	overcome blocks/impasse; create greater insight, identify limits of own knowledge and understanding
Professional development:	reading, tutorials, additional training, individual and group therapy

Knowledge (What the candidate needs to know)

Client/counsellor relationship
 Approaches, methods of working
 Theoretical underpinning

Unit 01

Make use of a theoretical base

Element 1.3: Use theoretical base to develop own practice (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Presentations in class Critique of two books, one by the primary theorists, with comparisons to two other books First year: two case studies on the models Project Essay Second year: two case studies with transcript and details of supervision Oral questioning Journal summaries Personal philosophy Direct observation of interactions in group process Direct observation in skills sessions	

Candidate _____
 (Signature/date)

Assessor _____
 (Signature/date)

Unit 01

Make use of a theoretical base

Element 1.4: Recognise different models of counselling and psychotherapy

Performance Criteria (What the candidate needs to do)	
1.4.1	Be aware of the concepts and vocabulary of the different counselling/psychotherapy models
1.4.2	Compare concepts and vocabulary of these models with the core model(s) of the course
1.4.3	Demonstrate an awareness of the variety of approaches in the field of counselling and psychotherapy
1.4.4	Understand the historical and generic links between various models of psychotherapy and counselling

Range (context)	
Different:	at least three models other than those in the core therapeutic model(s) of the course
Awareness:	an introduction to the basic concepts and vocabulary of the selected models

Knowledge (What the candidate needs to know)
Concepts and vocabulary of at least three approaches to counselling that are not the core model(s)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Critique of two books, one by the primary theorists, with comparisons to two other books First year: two case studies on the models Second year: two case studies with transcript and details of supervision	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 1.5:	Understand the effects of mental ill health on the client and the counselling process
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Performance Criteria (What the candidate needs to do)	
1.5.1	Reflect on concepts of mental illness and labelling
1.5.2	Show awareness of behaviours and thought processes that might indicate mental illness
1.5.3	Explore concept of ' holding ' a client until appropriate referral is possible
1.5.4	Discuss effects on self of working with an emotionally disturbed client
1.5.5	Discuss ways of protecting self and client
1.5.6	Discuss approaches for working with emotionally disturbed clients
1.5.7	Understand the issues involved when working with clients on prescribed drugs
1.5.8	Recognise own abilities and limitations for working with mentally ill clients
1.5.9	Collect data of sources for referral
1.5.10	Reflect and explore the effects of referral on the client
1.5.11	Reflect and explore the use of supervision with an emotionally disturbed client

Range (context)	
Mental illness:	named illness/disorder found in DSM IV.
Labelling:	mark with a label, describe or classify in a word or phrase, not seeing the person as a whole human being
Holding:	containing the client, not addressing the mental illness or disorder, maintaining support and the relationship
Emotionally disturbed client:	clients who have been diagnosed with a mental illness or disorder; clients on prescribed anti-psychotic drugs; clients with an inability to form relationships generally and particularly with the counsellor; clients whose problems/issues affect their ability to manage everyday living
Abilities and limitations:	skills, training and personal qualities required to work with people who are mentally ill
Sources:	GP, psychiatric nurse, psychologist, psychiatrist, psychotherapist, psychiatric units/hospitals

Knowledge (What the candidate needs to know)
Knowledge of DSM IV
Knowledge of roles of psychiatric nurses, psychiatrists, psychiatric units/hospitals
Role of GP in referrals
Further training required to work with the mentally ill client
Effects on the counsellor, support required

Unit 01

Make use of a theoretical base

Element 1.5:	Understand the effects of mental ill health on the client and the counselling process (continued)
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Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Presentation on one mental illness or emotional disorder Oral questions and discussion in class List of referral agencies	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Unit 02 **Work with the process and practice of counselling**
(Stage 1)

Element 2.1: Use skills to develop a counselling relationship

Performance Criteria (What the candidate needs to do)	
2.1.1	Conduct an opening appropriate to the client's manner and demeanour
2.1.2	Help the client to clarify the purpose of the session
2.1.3	Use appropriate language to enable the building of a relationship
2.1.4	Respond appropriately to verbal and non-verbal signals
2.1.5	Demonstrate an ability to be empathic and non-judgmental
2.1.6	Demonstrate a willingness to work with the client's issues
2.1.7	Be aware of time
2.1.8	Show ability to reflect on your performance and evaluate feedback
2.1.9	Discuss and understand the relationship between counsellor and client

Range (context)	
Opening:	enable the client to start the first session and subsequent sessions
Purpose:	presenting problem, underlying problem, reason for session
Appropriate language:	tone, expression, use of vocabulary, recognition of verbal modifiers
Non-verbal signals:	body language, facial expression, body movement, body position
Willingness to work:	enable clients to talk about any subject without blocking or hindering their process
Reflect:	listen to feedback from observers in class and from supervisors with external clients respond non-defensively and be able to accept their perception and plan for subsequent work
Discuss:	with tutors and peers in class and with supervisors

Knowledge (What the candidate needs to know)	
Time management	
Aspects of the stages/development of client/counsellor relationship	
Theory of defences, reluctance or blocks. Johari window. Body language. Client's process. Theory behind boundaries and ethics	
Assessment/first session. Language, eg verbal modifiers	
Core Model(s) theory in practice	
Equal opportunities, issues of confidentiality	
Working Alliance/contracting as appropriate to the model	

Unit 02

***Work with the process and practice of counselling
(Stage 1)***

Element 2.1: Use skills to develop a counselling relationship (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
First year: two case studies Formal feedback sheets from tutors of direct observation of candidate in skills groups (not role play or simulation) Informal feedback sheets from peers and tutor Formal feedback sheet from tutor(s) of video session Journal summaries Tutorial sheets to include evidence of all tutorial sessions group and individual	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 2.2: Maintain a counselling relationship

Performance Criteria (What the candidate needs to do)	
2.2.1	Stay with strong emotion if expressed
2.2.2	Work appropriately with client incongruence
2.2.3	Maintain appropriate congruence with client's conceptions/misconceptions of counsellor
2.2.4	Show ability to add the counsellor's own perspective to that of the client
2.2.5	Allow and stay with silence when appropriate
2.2.6	Show ability to keep client focused
2.2.7	Demonstrate an ability to be empathic and non-judgmental, accepting, respectful
2.2.8	Demonstrate an understanding of a client's process/patterns
2.2.9	Show a willingness to work with a client's process/patterns
2.2.10	Show an understanding of defences/blocks to a counselling relationship
2.2.11	Demonstrate ability to select appropriate response to the client's behaviour, emotion, attitude, beliefs and issues
2.2.12	Show your understanding of how a counsellor's personal development can affect a client's progress

Range (context)	
Stay with:	listen, accept, allow to continue appropriately
Incongruence:	discrepancies: as between verbal and non-verbal, in the story; phoney, 'acting out'
Appropriate congruence:	work with transference/counter transference, immediacy, being 'real'/transparent, here and now
Focused:	stay with agreed issue, point out changes of issue, negotiate new issue/contract
Personal development:	counsellors level of self understanding, own agenda, history

Knowledge (What the candidate needs to know)	
Core model(s) theory in practice	
Theory of client/counsellor relationship as appropriate to the model(s) eg transference and counter transference, core conditions, blocks, defences, subception, impasse	
Methods/skills/techniques for working with above	
Link personal development of counsellor with practice	

Element 2.2: Maintain a counselling relationship (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
First year: two case studies Formal feedback sheets from tutors of direct observation of candidate in skills groups (not role play or simulation) Informal feedback sheets from peers and tutor Formal feedback sheet from tutor(s) of video session Journal summaries Tutorial sheets to include evidence of all tutorial sessions group and individual	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 2.3: Conclude a counselling relationship

Performance Criteria (What the candidate needs to do)	
2.3.1	Recognise when the counselling relationship has reached a conclusion
2.3.2	Recognise the effects on the client when concluding the relationship
2.3.3	Recognise the effects on the counsellor when concluding the relationship
2.3.4	Demonstrate an ability to finish appropriately
2.3.5	Demonstrate an understanding of a client's process/pattern concerning methods of finishing
2.3.6	Show an understanding of defences/blocks in relation to finishing the client/counsellor relationship
2.3.7	Demonstrate an understanding of the need for appropriate referral skills
2.3.8	Evaluate your client work for effectiveness and movement

Range (context)	
Conclusion:	when agreed issues have been worked on, client has reached their own finishing point, when relationship has broken down, agreed/allowed number of sessions have finished, counsellor has reached limit of their competence
Effects:	emotions, feelings, behaviours and beliefs
Finish appropriately:	work with reasons for closure; work with the effects of finishing; enable client to understand the effects; encourage client to share and express effects of finishing; encourage client to move on; counsellor is able to 'let go' of client
Process/pattern:	types of mental functioning, usual pattern of behaviour
Referral skills:	understanding of effects on client of referring on, ability to work with endings, knowledge of referral agencies. Ability to support/hold client until starting with new professional – when appropriate
Effectiveness:	usefulness of responses and interactions to facilitate movement
Movement:	changes in the client's behaviours, thoughts, feelings and attitudes

Knowledge (What the candidate needs to know)	
Core Model(s) theory in practice as relevant to finishing and closure of counselling relationship	
Client's process	
Counsellor's limitations	
Theory underlying aborted sessions as appropriate to the model	
Use of supervision	
Referral agencies	

Element 2.3: Conclude a counselling relationship (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
First year: two case studies Formal feedback sheets from tutors of direct observation of candidate in skills groups (not role play or simulation) Informal feedback sheets from peers and tutor Formal feedback sheet from tutor(s) of video session Journal summaries Tutorial sheets to include evidence of all tutorial sessions group and individual	

Candidate _____
(Signature/date)

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(Signature/date)

Unit 02

***Work with the process and practice of counselling
(Stage 1)***

Element 2.4: Apply an ethical code of practice to skills work

Performance Criteria (What the candidate needs to do)	
2.4.1	Apply the core theoretical models to counselling practice with peers and clients
2.4.2	Demonstrate a working knowledge of the appropriate Code of Ethics and Practice for Counsellors
2.4.3	Reflect on the need for boundaries and ethics
2.4.4	Reflect on the differences between personal, BACP and agency codes of ethics
2.4.5	Show an understanding of ethical dilemmas that can occur in counselling

Range (context)	
Peers:	group members, participants in skills groups
Code of Ethics and Practice for Counsellors:	appropriate to the model, e.g. BACP, ITA
BACP:	British Association for Counselling and Psychotherapy or code of ethics appropriate to the professional body responsible for the model(s) being taught
Ethical dilemmas:	areas of counselling practice where there are different opinions and no clear cut answer

Knowledge (What the candidate needs to know)
Knowledge of appropriate code of ethics and practice An awareness of 'grey' areas where there are differences of opinion and belief

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
First year: two case studies Formal feedback sheets from tutors of direct observation of candidate in skills groups (not role play or simulation) Informal feedback sheets from peers and tutor Formal feedback sheet from tutor(s) of video session Journal summaries Tutorial sheets to include evidence of all tutorial sessions group and individual	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 2.5: Work in a 'time limited' way with clients

Performance Criteria (What the candidate needs to do)	
2.5.1	Understand the theory of time-limited counselling
2.5.2	Understand the expectations of an organisation that provides time-limited or brief counselling
2.5.3	Describe the underlying assumptions of a brief therapy approach
2.5.4	Apply a model of brief counselling to their counselling practice
2.5.5	Understand factors that obstruct behaviour change
2.5.6	Understand the difference between long term counselling and time limited
2.5.7	Know of at least one theorist in the field of brief counselling
2.5.8	Evaluate appropriateness of short term work with a client

Range (context)	
Time-limited:	where under ten sessions are allowed per client
Organisation:	eg doctor's surgery or Employee Assistance Programme Provider
Client:	one client, unless working in an agency providing brief counselling - then two clients

Knowledge (What the candidate needs to know)
Model of short-term counselling eg Solution Focused counselling, the 'Miracle Question' Motivational interviewing Stress management techniques

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Discussion in class and practical application in skills sessions Informal feedback from tutor and peers Second year: two case studies Theory essay Personal philosophy presentation Oral questioning and interactions in group and supervision External supervisor's reports	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Unit 02

***Work with the process and practice of counselling
(Stage 2)***

Element 2.6:	Demonstrate the use of advanced skills when developing a counselling relationship
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Performance Criteria (What the candidate needs to do)	
2.6.1	Show competence in all aspects of the key concepts of the core model(s)
2.6.2	Support and focus the client to clarify the purpose of the session
2.6.3	Support and encourage the client to take responsibility for their part of the counselling contract/relationship
2.6.4	Facilitate the client's emotions where appropriate
2.6.5	Recognise issues and emotions not being verbalized where appropriate
2.6.6	Work in a cognitive and/or behavioural way as appropriate
2.6.7	Respond appropriately to verbal and non-verbal communication
2.6.8	Show an increased depth of reflection on the process and practice of counselling and supervision

Range (context)	
Facilitate:	encourage, invite, bring out
Appropriate:	to the core model(s)
Non-verbal communication:	body language, movement, facial expression

Knowledge (What the candidate needs to know)
All the Core Model(s) of counselling integrated into one coherent approach Assessment process appropriate to the core model(s) Link core philosophies with practical integration of core model(s)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Two case studies Theory essay Personal philosophy presentation Feedback sheet from tutor, from observation in skills groups Feedback sheets from tutor(s) from videos (5 th and 6 th term or equivalent if full time course) Oral questioning and interactions in group Journal summaries	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Unit 02 **Work with the process and practice of counselling**
(Stage 2)

Element 2.7: **Demonstrate the use of advanced skills when maintaining a counselling relationship**

Performance Criteria (What the candidate needs to do)	
2.7.1	Show competence in all aspects of the key concepts of the core model(s) in assisting the understanding of the clients' situation
2.7.2	Invite and support expression of strong emotion
2.7.3	Be effective working with clients' blocks/defences
2.7.4	Work effectively with silence
2.7.5	Show an ability to develop the appropriate relationship for the model(s)
2.7.6	Work effectively with clients' process/pattern
2.7.7	Work effectively with clients' defences and blocks
2.7.8	Provide evidence of having integrated the theoretical models into practice
2.7.9	Work effectively with the client/counsellor relationship
2.2.10	Demonstrate management of personal issues that could affect a client's progress

Range (context)	
Effective:	facilitate change and movement, supportively, non damaging
Clients:	3 in class; 2 external clients
Client/counsellor relationship:	transference/counter transference, immediacy, Here and Now; working with what is happening between the two rather than with the issue
Personal issues:	counsellors own agenda, lesions, history, unfinished business, irrational thinking, unhelpful behaviour

Knowledge (What the candidate needs to know)
Integration of core model(s)
Understanding of theory underpinning practice
Management of personal issues

Unit 02

***Work with the process and practice of counselling
(Stage 2)***

Element 2.7: Demonstrate the use of advanced skills when maintaining a counselling relationship (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Two case studies Theory essay Personal philosophy presentation Feedback sheet from tutor, from observation in skills groups Feedback sheets from tutor(s) from videos (5 th and 6 th term or equivalent if full time course) Oral questioning and interactions in group Journal summaries	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 2.8: Use advanced skills to conclude a counselling relationship

Performance Criteria (What the candidate needs to do)	
2.8.1	Show competence in all aspects of understanding the client's world through knowledge of the core model(s)
2.8.2	Enable the counselling relationship to reach a satisfactory conclusion
2.8.3	Show understanding of your own issues and the affects on the client when concluding the relationship
2.8.4	Show your understanding of and discuss methods of preventing premature conclusions
2.8.5	Work with the client's process/patterns concerning methods of finishing
2.8.6	List appropriate sources for referral
2.8.7	Link client history with possible effects of referral
2.8.8	Discuss ways of supporting clients through referral process

Range (context)	
Own issues:	counsellor's history, behaviour, attitudes, thoughts and feelings
Premature conclusions:	client leaving without warning, leaving before counsellor was expecting, leaving without agreed goodbye session. Not returning, no information why
List:	eg voluntary organisations, medical support, hospitals, psychiatric units, psychologist, psychotherapists

Knowledge (What the candidate needs to know)
Mental health issues
Understanding of the client/counsellor relationship and effects of perceived abandonment
Client history and rejection
Knowledge of medical support when necessary and how to obtain it
How to minimise effects of referral on the client

Unit 02

***Work with the process and practice of counselling
(Stage 2)***

Element 2.8: Use advanced skills to conclude a counselling relationship (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Two case studies Theory essay Personal philosophy presentation Feedback sheet from tutor, from observation in skills groups Feedback sheets from tutor(s) from videos (5 th and 6 th term or equivalent if full time course) Oral questioning and interactions in group Journal summaries Folder of referral and support agencies in counsellors locality	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Unit 02 **Work with the process and practice of counselling**
(Stage 2)

Element 2.9: Follow ethical practice

Performance Criteria (What the candidate needs to do)	
2.9.1	Show competence in evaluating information received from the client, through the use of theoretical concepts
2.9.2	Demonstrate an adherence to the appropriate Code of Ethics and Practice for Counsellors
2.9.3	Show an appropriate use of boundaries and ethics
2.9.4	Show how differences between personal, professional body and agency codes of ethics have been managed with clients
2.9.5	Evaluate your client work in relation to good practice and ethical behaviour
2.9.6	Discuss how you would manage ethical issues within your own practice
2.9.7	Reflect on response to other counsellor's unethical behaviour

Range (context)	
Professional body:	eg BACP, ITA

Knowledge (What the candidate needs to know)
Working knowledge of Code of Ethics and Practice Ethical dilemmas in counselling Knowledge of legal aspects of being a counsellor Knowledge of insurances and indemnities required when practising as a counsellor

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Two case studies Theory essay Personal philosophy presentation Feedback sheet from tutor, from observation in skills groups Feedback sheets from tutor(s) from videos (5th and 6th term or equivalent if full time course) Oral questioning and interactions in group Journal summaries	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Unit 02

***Work with the process and practice of counselling
(Stage 2)***

Element 2.10: Support emotionally or mentally disturbed clients

Performance Criteria (What the candidate needs to do)
2.10.1 Describe how you would recognise a client with an emotional or mental disorder 2.10.2 Describe how you would support and 'hold' clients with emotional or mental disorder 2.10.3 Describe the issues involved in referring on an emotionally disturbed client 2.10.4 Discuss ways of protecting self and client in the relationship 2.10.5 Show awareness of the issues involved when working with clients on prescribed drugs 2.10.6 Recognise own abilities and limitations for working with mentally ill clients 2.10.7 Reflect and explore the use of supervision with an emotionally disturbed client

Range (context)						
<table style="width: 100%; border: none;"> <tr> <td style="width: 30%; vertical-align: top; padding: 5px;">Emotional or mental disorder:</td> <td style="padding: 5px;">symptoms that fit a category in DSM IV; clients who have lost touch with reality, who have no wish to form a relationship with counsellor; bizarre and disturbing thoughts and behaviours</td> </tr> <tr> <td style="vertical-align: top; padding: 5px;">Support and 'hold':</td> <td style="padding: 5px;">listen, believe, accept; not attempting to make changes, or 'move the client forward'; not challenging</td> </tr> <tr> <td style="vertical-align: top; padding: 5px;">Abilities and limitations:</td> <td style="padding: 5px;">skills, training, personal traits/attitudes, support, supervisor approval.</td> </tr> </table>	Emotional or mental disorder:	symptoms that fit a category in DSM IV; clients who have lost touch with reality, who have no wish to form a relationship with counsellor; bizarre and disturbing thoughts and behaviours	Support and 'hold':	listen, believe, accept; not attempting to make changes, or 'move the client forward'; not challenging	Abilities and limitations:	skills, training, personal traits/attitudes, support, supervisor approval.
Emotional or mental disorder:	symptoms that fit a category in DSM IV; clients who have lost touch with reality, who have no wish to form a relationship with counsellor; bizarre and disturbing thoughts and behaviours					
Support and 'hold':	listen, believe, accept; not attempting to make changes, or 'move the client forward'; not challenging					
Abilities and limitations:	skills, training, personal traits/attitudes, support, supervisor approval.					

Knowledge (What the candidate needs to know)
Theory as appropriate to core model(s) in relation to cause or development of mental illness or breakdown Recognition to the level of being able to hold clients with, of at least one 'common' condition, eg depression, panic attacks/anxiety, eating disorders

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Two case studies Theory essay Personal philosophy Oral questioning and interactions in group and supervision External supervisor's reports Journal summaries	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 3.1: Understand equal opportunities and 'social systems' within counselling

Performance Criteria (What the candidate needs to do)	
3.1.1	Define the concept of equal opportunities for all
3.1.2	Define what is meant by Social Systems
3.1.3	Show an awareness of how equal opportunities legislation could affect organisations
3.1.4	Show an understanding of and discuss an issue from the field of Social Systems as it affects the counselling profession and counselling practice
3.1.5	Explore possible solutions to discriminatory practice within the counselling profession
3.1.6	Reflect on own biases and prejudices and effects on relationship with clients and members of the group
3.1.7	Show an awareness of complaints procedures
3.1.8	Discuss the differences of codes and complaints procedures between different organisations

Range (context)	
Social Systems:	issues concerning race, religion, colour, gender, disability, mental and physical handicap, law breakers
Equal opportunities legislation:	laws of the land concerning discrimination between any two people at least two, these might include the counselling agency and the college/centre providing the course
Organisations:	two external clients
Clients:	at least four
Members of the group:	the appropriate professional body eg BACP, ITA etc
Complaints procedures:	

Knowledge (What the candidate needs to know)
Equal opportunity legislation Codes of anti-discriminatory practice from two organisations Infringement of equal opportunity legislation with the counselling profession Areas of discriminatory practice Unintentional discriminatory practice Possible solutions to bias and prejudice within the profession Complaints procedures Self awareness, own biases and prejudices

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Essay Oral questioning and interactions in group and supervision Journal summaries	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 3.2: Recognise support within the community

Performance Criteria (What the candidate needs to do)	
3.2.1	Know of the various voluntary organisations and their work in your community
3.2.2	Discuss the value and support available from voluntary organisations in your locality
3.2.3	Collect details of other professionals for referral and support within your locality
3.2.4	Discuss and evaluate support available from other professionals in their area
3.2.5	Reflect on personal support and personal network
3.2.6	Evaluate need to increase support

Range (context)	
Voluntary organisations:	eg Samaritans, Cruse, Help the Aged; organisations that may be able to provide the counsellor or client with support and/or information
Your locality:	the catchment area for clients, this may be the counsellors home or agency
Professionals:	eg doctors, psychiatric professionals, lawyers, other counsellors/ psychotherapists
Personal network:	the counsellor's own support system, family, therapist, supervisor, friends, colleagues
Evaluate need:	reflect upon sufficiency of personal support, decide if more support is required, make an action plan

Knowledge (What the candidate needs to know)
Areas of responsibility of relevant voluntary organisations in the locality
Roles and duties of members of the medical profession
How to access appropriate members of the medical profession when required
Difference in training and roles of psychotherapist and counsellors
Personal development: exploring personal needs

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Presentation in class of details of voluntary organisations (two or three) in locality	
Portfolio of support network	
Oral questioning	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 3.3: Prepare for work in an agency/placement

Performance Criteria (What the candidate needs to do)	
3.3.1	Discuss appropriate first contact with placements/agencies
3.3.2	Discuss the expectations of agencies and placements
3.3.3	Discuss confidentiality issues in agencies and possible conflicts with various codes of ethics and course requirements
3.3.4	Demonstrate effective use of case notes
3.3.5	Discuss appropriate storage for case notes and confidential material
3.3.6	Understand the importance of insurance cover
3.3.7	Agree a business contract with agency in writing

Range (context)	
Placements/agencies:	organisation where students obtain their client hours and possibly supervision, should provide room, support, possibly assessment of client
Expectations:	the requirements, rules, hours of work, insurance cover, confidentiality
Course requirements:	tapes required for case studies, discussion of clients in college supervision

Knowledge (What the candidate needs to know)
Awareness of rules and boundaries within agency/placements Contracting/job description. Preparation of CVs and letters of application Interview techniques Legal obligations re insurance cover, responsibilities and roles Clear contracting and adherence to codes Organisational and resource constraints against client need Rights and obligations, protection of others Ethical dilemmas; conflicting codes of practice; confidentiality requirements against the need to protect others. Personal morality and value system; rights and obligations; protection of others; disclosure of information

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Written contract with agency/placement Two case studies Oral questions Supervisor reports Personal philosophy	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 3.4: Apply an understanding of the working alliance

Performance Criteria (What the candidate needs to do)	
3.4.1	Ensure appropriate venue for confidentiality and safety of client
3.4.2	Agree time and day for meetings
3.4.3	Explain confidentiality policy to clients
3.4.4	Agree policy re possible communication with third parties
3.4.5	Describe procedures for dealing with disruptions to process
3.4.6	Manage business contracts with clients openly and non-exploitatively
3.4.7	Ensure the number and nature of clients and their problems are balanced to maintain professional competence and your own well being
3.4.8	Monitor own levels of competence and take appropriate action

Range (context)	
Safety of client:	physical and emotional safety, not overlooked or overheard, suitable furniture and equipment, space for expression of emotion
Communication with third parties:	confidentiality policy
Disruptions to process:	breaking appointments, out of hours telephone calls, inappropriate visits, violence in session, arriving under the influence of drink or drugs
Business contracts:	terms, rules, boundaries, appointments, venue
Openly and non-exploitably:	avoidance of financial, emotional, sexual exploitation of clients; acting within limits of own competence; clear contracting; confidentiality, insurance and liability requirements

Knowledge (What the candidate needs to know)
Communication with third parties: reasons why confidentiality might need to be broken and the consequences
Contracting as appropriate to model used, written or verbal
BACP Code of Ethics
Evaluation of client's problems in relation to own competence
Methods of self-evaluation
Stress management
Ways of addressing own developmental needs

Element 3.4: Apply an understanding of the working alliance (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Written contract with agency/placement Second year: two case studies Formative and summative, reports from internal and external supervisors Personal philosophy Tutorial sheets	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 3.5: Examine the issues involved in setting up in professional practice

Performance Criteria (What the candidate needs to do)	
3.5.1	Show awareness of safety issues in the counselling venue for both the client and counsellor
3.5.2	Show evidence of first aid training to a certificate level
3.5.3	Show understanding of appropriate marketing strategy for obtaining clients
3.5.4	Show understanding of BACP approved advertising strategy
3.5.5	Be aware of the need for appropriate insurance cover
3.5.6	Discuss the issues of fees
3.5.7	Show evidence of a contract between client and counsellor
3.5.8	Understand legal issues in relation to working from home
3.5.9	Set up appropriate supervision
3.5.10	Discuss effects of working from home on family, friends and neighbours
3.5.11	Consider the advantages of membership of professional organisations

Range (context)	
Safety issues:	physical and emotional safety, suitable furniture and equipment, space for expression of emotion, not interrupted by family etc. Safety for counsellor in event of seriously disturbed client
Venue:	room not overseen, overheard and not cluttered with personal belongings, phone off, no pets
Insurance cover:	professional indemnity, public liability, house insurance appropriate for running a business from home
Legal issues:	insurances, house deeds, parking, capital gains tax, income tax, accountants
Appropriate supervision:	external supervisors approval

Knowledge (What the candidate needs to know)
Assessment of client in relation to own level of competence; methods of self evaluation
Secure record keeping
Procedure for contacting clients in event of death or serious illness
Procedure for summoning help if necessary
Consideration for neighbours in relation to noise, car parking and general disturbance
Accounts, tax, insurance, house deeds, parking restrictions, counsellor safety

Unit 03

Integrate professional issues into practice

Element 3.5: Examine the issues involved in setting up in professional practice (continued)

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Recognised First Aid certificate Portfolio for setting up in private practice approved by visiting tutor Oral questions Report from external supervisor Insurance certificate	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 4.1: Develop an awareness of self

Performance Criteria (What the candidate needs to do)	
4.1.1	Recognise the importance of group sessions
4.1.2	Share and self disclose appropriately in group sessions
4.1.3	Be congruent within the whole group and with individual members of the group
4.1.4	Take risks and make changes where appropriate
4.1.5	Learn about self, receive feedback constructively
4.1.6	Develop an awareness of unknown self
4.1.7	Understand self in relation to work with clients
4.1.8	Understand self in relation to interactions within the group
4.1.9	Evaluate self in relation to tutors, peers, supervisor(s) and clients
4.1.10	Demonstrate ability to recognise and make use of own understanding of self gained from personal therapy, supervision and interactions with tutors and group members

Range (context)	
Unknown self:	unconscious, beneath awareness, resistance
Make use of own understanding of self:	discuss, evaluate, examine and make changes

Knowledge (What the candidate needs to know)
Personal developmental issues, bias and prejudice Family culture and norms and affects on perception Transference and Counter transference, self concept, self awareness of ability to relate with others Johari window

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Direct observation of interactions with group members and tutors, by tutors as written in tutorial reports Journal summaries	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 4.2: Make active use of self awareness in relationships

Performance Criteria (What the candidate needs to do)	
4.2.1	Demonstrate an awareness of own self
4.2.2	Demonstrate an understanding of self in relation to self development
4.2.3	Distinguish own issues from those of the client
4.2.4	Demonstrate understanding of development of 'self'
4.2.5	Integrate personal development with theory and practice
4.2.6	Make appropriate evaluation of own reactions while in the therapeutic relationship
4.2.7	Reflect on own responses and perception of client in order to progress understanding of counselling process
4.2.8	Analysis own needs and affects on therapeutic relationship

Range (context)	
An awareness:	knowledge of own patterns of behaviour and thought processes and feelings
Self development:	effects of history/background on present behaviour and thought processes and feelings
Self:	identity, self concept, who someone really is
Therapeutic relationship:	client/counsellor relationship, counselling sessions, skills practice sessions
Own responses:	replies to client: behaviours, words, thoughts and feelings; body language/movement, facial expression, tone of voice
Perception of client:	responses to counsellor: behaviours, words, thoughts and feelings; body language/movement, facial expression, tone of voice

Knowledge (What the candidate needs to know)
Methods of self-assessment
Factors which impact on ability to identify own needs for development
Required skills and knowledge for working with clients and potential clients
Ability to recognise and make use of own understanding of self gained from personal therapy and experience of supervision
Transference and counter transference, immediacy, core conditions

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Journal summaries Direct observation in large and small groups 'Who Am I' project Formative and summative, internal and external supervisor reports	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 5.1: Work with a supervisor

Performance Criteria (What the candidate needs to do)	
5.1.1	Understand the role of the supervisor in your client work
5.1.2	Demonstrate an appropriate relationship with your supervisors
5.1.3	Show evidence of congruence with their supervisor
5.1.4	Show evidence of accepting and responding to feedback from the supervisors
5.1.5	Reflect on the particular form of supervision required in relation to current clients
5.1.6	Evaluate supervision in relation to identified need

Range (context)	
Congruence:	openness and honesty, sharing all aspects of their work
Particular form:	preferred orientation of supervisor, congruence with own theoretical model(s), appropriateness for current work being engaged in, relevant experience and degree of expertise

Knowledge (What the candidate needs to know)
Awareness of availability of a supervisor Functions of a supervisor Framework for contracting with supervisor Context of supervision - voluntary/statutory agencies, ethical boundaries Equal opportunities, working with differences. Parallel process. Challenge and confronting. Triangular relationships. Record keeping Use of internal (on the course) and external supervisor their different roles

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Formative and summative, external and internal supervisor's reports Oral questions Case study Personal philosophy	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

Element 5.2: Make supervision contracts

Performance Criteria (What the candidate needs to do)	
5.2.1	Clarify and agree the roles and responsibilities within the supervision relationship
5.2.2	Agree appropriate contract for model(s) of counselling
5.2.3	Agree and identify an appropriate balance of challenge and support within the supervisory relationship
5.2.4	Agree and clarify the context in which supervision takes place and implications explored with supervisor
5.2.5	Agree ways of working with supervisor
5.2.6	Agree arrangements for monitoring and reviewing

Range (context)	
Roles and responsibilities:	roles of supervisor: practical management of clients, support, challenge, teaching; roles of counsellor: present client, share all aspects of client work, hear feedback, reflect on feedback, discuss feedback, make choices concerning ways of working with client
Contract:	cost and method of paying, length and frequency of sessions, time limitations, confidentiality, procedures in the event of incompetence and malpractice
Ways of working:	distinctions between training and development functions, nature of issues that will be brought to supervision, ways of presenting work during supervision, proportion and balance (easy and difficult) of caseload to be used in supervision, role of supervisory relationship may include modelling with clients. Models of counselling appropriate to course.

Knowledge (What the candidate needs to know)	
Contracting Appropriate contract for model; style and method Roles and responsibilities Professional codes of ethics, boundaries Working alliance, counsellor/supervisor relationship, parallel process	

Evidence (How the candidate can show he/she has achieved this element)	Portfolio Ref
Formative and summative reports from both internal and external supervisors Case study Personal philosophy	

Candidate _____
(Signature/date)

Assessor _____
(Signature/date)

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Throughout the UK, people are achieving qualifications developed by NCFE. This includes people who are:

- ◆ looking for work
- ◆ broadening their career prospects
- ◆ looking to make a career change
- ◆ returning to work after a career break
- ◆ learning about a new subject they are interested in

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- ◆ practical, competence-based skills
- ◆ collecting and maintaining your own records
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