

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Diploma in Counselling  
Skills**  
**QN: 600/0727/8**

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## Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v4.1	February 2020	<a href="#">Resources</a> section added
v4.2	June 2022	Further information added to the <a href="#">qualification summary</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.  Information added to the <a href="#">entry guidance section</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.
v4.3	June 2023	Information added on UCAS points to <a href="#">Section 2 About this Qualification</a>
v4.4	October 2023	Minor formatting amendments. No change to unit content.

## **Section 1: general introduction**

### About this qualification specification

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Diploma in Counselling Skills.

### Total qualification time/guided learning: definitions

Total qualification time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor

Centres can decide how to allocate the TQT across the units of a qualification.

Guided learning (GL)

- GL and TQT apply to the qualification as a whole
- We use GL to refer to the estimated guided learning hours at unit level

### Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

### Recognition of prior learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where recognition of prior learning (RPL) is to be used extensively (for a whole unit or more), advice must be given by your external quality advisor.

### Credit transfer

Where a learner has already achieved a unit with credit, we will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

### Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt

Sometimes they can cover a combination of the two.

#### Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in assessment guidance section. All evidence must be based on the learner's experience in a real work environment.

#### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

### Our website

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you are using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualifications, including support materials.

### The centre secure website

More specific information to support centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the centre administrator.

### Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

## **Section 2: about this qualification**



<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 3 Diploma in Counselling Skills
<b>Qualification number</b>	600/0727/8
<b>Aims and objectives</b>	<p>This qualification is designed for learners interested in using counselling skills as part of their functional role in a wide range of sector areas, or looking to progress towards accredited counsellor status with one of the counselling professional accrediting bodies.</p> <p>This qualification does not qualify learners to practise as a counsellor.</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• provide learners with more in-depth knowledge of the use of counselling skills in everyday life and work, and the approaches that underpin the use of these skills</li> </ul> <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> <li>• develop counselling skills</li> <li>• understand the different approaches involved in the use of counselling skills</li> <li>• appreciate the importance of self-development</li> </ul>
<b>Total qualification time (hours)</b>	400
<b>Guided learning (hours)</b>	270
<b>Credit value</b>	40
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
<b>Grading system</b>	Achieved/not yet achieved.
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	No real work environment placement is required for this qualification.
<b>Rule of combination</b>	To be awarded the Level 3 Diploma in Counselling Skills learners are required to successfully complete 5 mandatory units.

<b>Entry requirements/ recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification; however, learners might find it helpful if they have already achieved a level 2 qualification.</p> <p>Entry is at the discretion of the centre. However, learners should be 16 to undertake the qualification.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 4 Diploma in Therapeutic Counselling</li> <li>• Level 4 NVQ Diploma in Advice and Guidance</li> <li>• Foundation degrees in counselling</li> </ul> <p>This qualification does not qualify you to practice as a counsellor. However, it can support your progression within employment in a number of roles including:</p> <ul style="list-style-type: none"> <li>• support worker (supported living)</li> <li>• healthcare support service worker</li> <li>• clinical healthcare support worker</li> <li>• mental health support worker</li> <li>• information, advice and guidance worker</li> <li>• health education/health promotion worker</li> </ul>
<b>Resource requirements</b>	<p>To assist in the delivery of this qualification, centres/learners should have access to an environment suitable for role playing a one-to-one helping session.</p>
<b>Assessment methods</b>	<p>Portfolio of evidence.</p>
<b>Additional assessment requirements</b>	<p>This qualification is internally assessed and externally quality assured.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>

### Useful websites


Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- British Association for Counselling & Psychotherapy: [www.bacp.co.uk](http://www.bacp.co.uk)
- Relate: [www.relate.org.uk](http://www.relate.org.uk)

## **Section 3: units**

<b>Mandatory units</b>
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Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
Unit 01	T/502/8235	Developing counselling skills	Knowledge/ Skills	3	12	80
Unit 02	L/502/8239	Theoretical approaches in the use of counselling skills	Knowledge/ Skills	3	10	70
Unit 03	K/502/8233	Working ethically with counselling skills	Knowledge	3	6	40
Unit 04	L/502/8225	Counselling skills and diversity	Knowledge	3	6	40
Unit 05	L/502/8242	Counselling skills and personal development	Knowledge/ Skills	3	6	40

The star icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

<b>Unit layout</b>
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<b>For each unit the following information has been provided:</b>	
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Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, for example links to National Occupational Standards.
Types of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

**Explanation of terms used at level 3:  
(not all verbs are used in this qualification)**

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

**Unit 01: Developing counselling skills**

<b>Unit reference</b>	T/502/8235	<b>Unit level</b>	3
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	12		
<b>Guided learning hours</b>	80		
<b>Unit summary</b>	In this unit, learners will have an opportunity to identify, practise and develop a range of interpersonal and counselling skills. On completion, learners will be aware of the skills required to initiate, maintain and conclude a counselling skills interaction.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand how to establish a relationship using counselling skills	1.1. Explain the process involved in establishing a counselling skills relationship
	1.2. Explain how to manage the helping interaction throughout the relationship to keep those involved safe and supported
2. Be able to establish a relationship using counselling skills	2.1. Demonstrate the skills required to establish a working relationship
3. Understand how to develop a relationship using counselling skills	3.1. Analyse strategies for responding to individuals in a helping relationship
4. Be able to develop a relationship using counselling skills	4.1. Demonstrate ways to integrate counselling skills into an interactive process
	4.2. Apply strategies for problem solving and decision making
5. Understand how to conclude an interaction using counselling skills	5.1. Determine skills necessary for concluding a counselling skills interaction
6. Be able to conclude an interaction using counselling skills	6.1. Demonstrate skills for managing an appropriate ending to interaction
	6.2. Analyse benefits of the interaction with individuals in a helping relationship



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	6.3. Evaluate outcome of the interaction
7. Understand development of own counselling skills	7.1. Explain how self-reflection can improve the use of counselling skills
	7.2. Explain how feedback and guidance can improve the use of counselling skills
	7.3. Evaluate own strengths and weaknesses in using counselling skills

Delivery and assessment
<p><b>Assessment guidance</b></p> <p><b>Types of evidence:</b> individual notes or learner report</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 3.1</p> <p><b>Additional information:</b> learners could conduct research and prepare notes or a learner report on using and developing counselling skills relationships.</p> <p><b>Type of evidence:</b> witness testimony</p> <p><b>Assessment criteria:</b> 2.1, 4.1, 4.2, 6.1-6.3</p> <p><b>Additional information:</b> due to the practical nature of these criteria it is recommended that learners could undertake a role-play/simulation. The witness testimony could be prepared by the tutor/assessor or the learner's peers. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria and understands the concepts involved.</p> <p><b>Type of evidence:</b> individual notes from a small group discussion</p> <p><b>Assessment criterion:</b> 5.1</p> <p><b>Additional information:</b> learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.</p> <p><b>Type of evidence:</b> individual notes or learner report</p> <p><b>Assessment criteria:</b> 7.1-7.3</p> <p><b>Additional information:</b> learners could prepare notes or a learner report.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• individual notes or learner report</li> <li>• witness testimony</li> <li>• individual notes from a small group discussion</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We have highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We have mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b></p> <p>HSC: Health and Social Care  MH: Mental Health  CLG: Counselling  KSF: National Health Service Knowledge and Skills Framework</p> <ul style="list-style-type: none"> <li>• HSC233, HSC26, HSC266, HSC31</li> <li>• MH100, MH101</li> <li>• CLG6</li> <li>• KSF Core 1, HWB7</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

**Unit 02: Theoretical approaches in the use of counselling skills**

<b>Unit reference</b>	L/502/8239	<b>Unit level</b>	3
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	10		
<b>Guided learning hours</b>	70		
<b>Unit summary</b>	In this unit, learners will have an opportunity to understand and evaluate key elements of the main theoretical approaches to counselling.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand core concepts of the main theoretical approaches to counselling	1.1. Explain key characteristics and concepts of: <ul style="list-style-type: none"> <li>• humanistic theory</li> <li>• psychodynamic theory</li> <li>• cognitive behavioural theory</li> </ul>
	1.2. Summarise the key strengths and limitations of the three main approaches to counselling
2. Understand what is meant by the integrative model	2.1. Explain the concept of the integrative model
	2.2. Assess the advantages and disadvantages of the integrative model
3. Understand the importance of counselling theory	3.1. Explain the role of theory in relation to helping relationships
4. Be able to apply core theories in the use of counselling skills	4.1. Demonstrate how to apply core theories when using counselling skills
	4.2. Assess the impact of applying core theory to interactions
5. Be able to self-reflect using theoretical approaches	5.1. Reflect on ways in which the study of counselling theory has developed their understanding of self

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	5.2. Explain how this informs own approach to counselling

<b>Delivery and assessment</b>
<p><b>Assessment guidance</b></p> <p><b>Types of evidence:</b> individual notes or learner report</p> <p><b>Assessment criteria:</b> 1.1-3.1</p> <p><b>Additional information:</b> learners could conduct research and prepare notes or a learner report.</p> <p><b>Type of evidence:</b> witness testimony</p> <p><b>Assessment criteria:</b> 4.1, 4.2</p> <p><b>Additional information:</b> due to the practical nature of these criteria it is recommended that learners could undertake a role-play/simulation. The witness testimony could be prepared by the tutor/assessor or the learner's peers. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria and understands the concepts involved.</p> <p><b>Type of evidence:</b> individual notes from a small group discussion</p> <p><b>Assessment criteria:</b> 5.1, 5.2</p> <p><b>Additional information:</b> learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• individual notes or learner report</li> <li>• witness testimony</li> <li>• individual notes from a small group discussion</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We have highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

**Unit 03: Working ethically with counselling skills**

<b>Unit reference</b>	K/502/8233	<b>Unit level</b>	3
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	6		
<b>Guided learning hours</b>	40		
<b>Unit summary</b>	In this unit, learners will have the opportunity to gain an understanding of the context within which counselling skills and referral processes can be used whilst maintaining ethical standards.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand what is meant by an ethical framework	1.1. Explain the key features of a recognised ethical framework for counselling
	1.2. Compare chosen ethical framework with that of another professional body or organisation
2. Know how an ethical framework relates to the use of counselling skills	2.1. Describe how an ethical framework applies to the use of counselling skills
	2.2. Outline the competencies that are required to use counselling skills within an ethical framework
3. Understand the importance of the setting in which counselling skills are used	3.1. Compare different contexts where counselling skills are used
	3.2. Explain issues that impact on the use of counselling skills in different settings
4. Understand the concepts of ethical referral	4.1. Explain what is meant by ethical referral
	4.2. Explain reasons for referral
	4.3. Explain referral processes
	4.4. Explain when, how and why confidentiality and boundaries may be breached

**Delivery and assessment****Assessment guidance**

**Type of evidence:** individual notes from a small group discussion

**Assessment criteria:** 1.1, 1.2

**Additional information:** learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.

**Type of evidence:** assignment

**Assessment criteria:** 2.1, 2.2

**Additional information:** learners could complete an assignment based on the assessment criteria.

**Types of evidence:** individual notes or learner report

**Assessment criteria:** 3.1, 3.2, 4.1-4.4

**Additional information:** learners could conduct research and prepare notes or a learner report.

**Types of evidence**

Evidence could include:

- individual notes from a small group discussion
- assignment
- individual notes or learner report



<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We have highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We have mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b> HSC: Health and Social Care</p> <ul style="list-style-type: none"> <li>• HSC24</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

**Unit 04: Counselling skills and diversity**

<b>Unit reference</b>	L/502/8225	<b>Unit level</b>	3
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	6		
<b>Guided learning hours</b>	40		
<b>Unit summary</b>	In this unit, learners will have an opportunity to appreciate the implications of applying counselling skills in a diverse society.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the meaning of discrimination	1.1. Explain ways in which people experience discrimination
	1.2. Evaluate own experiences or observations of possible discrimination
2. Understand issues of diversity	2.1. Assess how diversity impacts on the counselling relationship
	2.2. Analyse examples from own experience where they have encountered issues of difference/diversity
	2.3. Evaluate how awareness of diversity has impacted on own development and application of counselling skills
3. Understand power issues within the counselling process	3.1. Explain the role differences between counsellor and client
	3.2. Explain the inherent power differences and perceptions of power, based on these role differences

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.3. Explain legal aspects of anti-discriminatory practice

<b>Delivery and assessment</b>
<p><b>Assessment guidance</b></p> <p><b>Type of evidence:</b> individual notes from a small group discussion</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.1</p> <p><b>Additional information:</b> learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.</p> <p><b>Types of evidence:</b> individual notes or learner report</p> <p><b>Assessment criteria:</b> 2.1-2.3, 3.1-3.3</p> <p><b>Additional information:</b> learners could conduct research and prepare notes or a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• individual notes from a small group discussion</li> <li>• individual notes or learner report</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We have highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We have mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b></p> <p>HSC: Health and Social Care          CLG: Counselling          KSF: National Health Service Knowledge and Skills Framework</p> <ul style="list-style-type: none"> <li>• HSC234</li> <li>• CLG8</li> <li>• KSF Core 6</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

**Unit 05: Counselling skills and personal development**

<b>Unit reference</b>	L/502/8242	<b>Unit level</b>	3
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	6		
<b>Guided learning hours</b>	40		
<b>Unit summary</b>	In this unit, learners will have the opportunity to reflect on their personal development and the way in which they interact with others.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know own development needs	1.1. Identify own personal development needs
	1.2. Explain the importance of continued self-development for those using counselling skills
2. Understand process of personal development	2.1. Analyse the impact of personal development on counselling skills practice
	2.2. Explain why feedback is an essential component of personal development
	2.3. Evaluate how counselling skills practice has influenced/influences own personal development
	2.4. Evaluate ways to overcome barriers to personal development and self-awareness
3. Understand group dynamics	3.1. Reflect on own role(s) and function(s) within a group
	3.2. Reflect on impact of group on self
	3.3. Reflect on impact of self on group
4. Understand impact of personal development on others	4.1. Evaluate own self-awareness and how it has evolved

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	4.2. Explain impact of own personal development on others
5. Be able to plan self-development	5.1. Determine personal development needs and goals
	5.2. Construct a personal development plan

<b>Delivery and assessment</b>
<p><b>Assessment guidance</b></p> <p><b>Type of evidence:</b> personal development plan</p> <p><b>Assessment criteria:</b> 1.1, 1.2, 2.3, 2.4, 4.1, 4.2, 5.1, 5.2</p> <p><b>Additional information:</b> learners could identify their development needs and set goals to construct their own personal development plan. Learners will also need to identify the importance of their own self-development.</p> <p><b>Types of evidence:</b> individual notes or learner report</p> <p><b>Assessment criteria:</b> 2.1, 2.2</p> <p><b>Additional information:</b> learners could conduct research and prepare notes or a learner report.</p> <p><b>Type of evidence:</b> individual notes from a small group discussion</p> <p><b>Assessment criteria:</b> 3.1-3.3</p> <p><b>Additional information:</b> learners could participate in a small group discussion which could be assessed via a tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• personal development plan</li> <li>• individual notes or learner report</li> <li>• individual notes from a small group discussion</li> </ul>

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We have highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We have mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b></p> <p>HSC: Health and Social Care          CLG: Counselling          KSF: National Health Service Knowledge and Skills Framework</p> <ul style="list-style-type: none"> <li>• HSC33</li> <li>• CLG1</li> <li>• KSF Core 2</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured



## **Section 4: assessment and quality assurance information**

### Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively

#### **Assessors and internal quality assurance**

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

### Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on the NCFE website

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the quality assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the quality assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our quality assurers to identify clearly when a particular learner is performing/participating, we recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable)

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the quality assurer to hear both the learner and the assessor (if applicable).

## Quality assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It is the responsibility of internal quality assurers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal quality assurers are also responsible for supporting assessors by offering advice and guidance. The internal quality assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured.

The internal quality assurer provides the vital link between the assessors and the external quality assurer and acts as the centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by external quality assurers who are appointed, trained and monitored by NCFE. External quality assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their external quality assurer's contact details on registration of learners with NCFE.

## **Section 5: documents**

### Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

#### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL; you can devise your own evidence-tracking document instead.

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

### Resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## **Section 6: general information**



**Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation 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. A copy of NCFE's Equal Opportunities policy is available on request.

**Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please visit the NCFE website.

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***

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