

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Award in Counselling
Skills and Theory
QN: 601/7156/X**

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Summary of changes

This section summarises the changes to this qualification specification since the previous version.

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v4.2	June 2022	<p>Further information added to the qualification summary 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.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>
v4.3	June 2023	Information regarding UCAS added to Section 2 About this qualification, Qualification Summary
v4.4	October 2023	Various 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 Award in Counselling Skills and Theory.

Total qualification time

Total qualification time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises:

- the guided learning hours (GLH) for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but not under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training

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 assurer.

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 contains information about all our qualifications, including key facts and other support materials.

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The centre secure website

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

To access the secure website, click on 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 by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

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

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification specific information you will need that is not covered in the support handbook.

Section 2: about this qualification

Qualification summary

Title	NCFE CACHE Level 3 Award in Counselling Skills and Theory
Qualification number	601/7156/X
Aims and objectives	<p>This qualification is designed for anyone who would like to develop their use of counselling skills for use in either work or in a personal capacity. This may be learners who wish to progress towards further qualifications, or learners who wish to study this programme in order to complement other programmes (for example, health and social care, children's care, learning and development, voluntary and community work).</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> • introduce learners to the use of counselling skills in everyday life and work and some of the approaches underpinning the use of these skills <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> • progress to similar qualifications at a higher level • progress to a role in which counselling skills are used
Total qualification time (hours)	120
Guided learning (hours)	80
Credit value	12
UCAS	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.
Grading system	Achieved/not yet achieved.
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	No real work environment placement is required for this qualification.
Rule of combination	To be awarded the NCFE Level 3 Award in Counselling Skills and Theory, learners are required to successfully complete 4 mandatory units.

Entry requirements/ recommendations	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may 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 aged 16 or above to undertake this qualification.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 3 qualifications in workplace mentoring • Level 3 and 4 qualifications in advice and guidance • Level 4 qualifications in counselling <p>Progression to higher level studies</p> <p>This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:</p> <ul style="list-style-type: none"> • checking and testing information • supporting your points with evidence • self-directed study • self-motivation • thinking for yourself • analysing and synthesising information/materials • critical thinking and problem solving • working collaboratively • reflecting upon learning and identifying improvements <p>Level 3 criteria can require learners to analyse, draw conclusions, interpret or justify, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.</p>
Resource requirements	<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>
Assessment methods	<p>Portfolio of evidence.</p>

Additional assessment requirements	<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>
About this qualification	<p>This is a regulated qualification. The regulated number for this qualification is 601/7156/X.</p>

Useful websites


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

- The British Association for Counselling and Psychotherapy (BACP): www.bacp.co.uk
- Citizens Advice Bureau: www.citizensadvice.org.uk
- Relate: www.relate.org.uk
- The National Counselling Society: www.nationalcounsellingsociety.org

Section 3: units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
Unit 01	A/507/404 9	Developing and practising counselling skills	Knowledge/ Skills	3	4	25
Unit 02	M/507/405 0	Understanding different approaches to the use of counselling skills	Knowledge/ Skills	3	3	20
Unit 03	T/507/4051	Working ethically in helping relationships	Knowledge	3	3	20
Unit 04	A/507/405 2	Understanding the importance of self-development in relation to helping others	Knowledge	3	2	15

The star icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our centre secure website for further information.

Unit layout	
For each unit the following information has been provided:	
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.
Unit 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.
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.
Unit delivery and assessment guidance*	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 Skills Standards.
Type 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 Quality Assurance team.

NB: *Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**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 and practising counselling skills

Unit reference	A/507/4049	Unit level	3
Unit group	Mandatory		
Credit value	4		
Unit guided learning hours	25		
Unit summary	This unit will enable learners to set up an effective environment in which they can practise counselling skills. They will cover the stages of initiating, developing and maintaining a helping relationship, using support and supervision where appropriate. Learners will also understand how to bring the helping relationship to an end effectively, whilst providing the best outcomes for both the client and themselves.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to establish an effective helping relationship	1.1. Manage the environment in which the helping session takes place
	1.2. Clarify with clients their understanding and expectations of the helping relationship
	1.3. Identify and agree the boundaries of the relationship
	1.4. Explain the impact of themselves on the relationship
	1.5. Evaluate ways to overcome issues of risk and safety for both client and helper
	1.6. Develop a helping contract that relates to codes of practice or workplace policies
	1.7. Explain the importance of supervision and support
2. Be able to initiate the helping relationship	2.1. Review boundaries and manage the relationship within them

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.2. Explain how the client's background and own background and culture are relevant to the helping relationship 2.3. Demonstrate a range of skills and attitudes for initiating the relationship 2.4. Evaluate ways to minimise barriers to communication
3. Be able to develop and maintain the helping relationship	3.1. Recognise and communicate own limitations as exploration proceeds 3.2. Recognise the client's need to retreat from issues at certain times 3.3. Demonstrate a range of skills and attitudes for developing the helping relationship 3.4. Recognise and respond appropriately to heightened emotional states 3.5. Identify and discuss personal blocks to the application of the chosen approach 3.6. Offer the client unbiased information specific to the context of the helping relationship
4. Be able to bring the helping relationship to an end	4.1. Summarise models/patterns of loss 4.2. Explain the different types of endings and why they occur 4.3. Identify own and client's feelings and reactions to endings 4.4. Explore opportunities for the client to obtain further support once the helping relationship has ended 4.5. Explain the importance of the timely discussion of endings

Learning outcomes The learner will:	Assessment criteria The learner can:
	4.6. Work towards an ending that supports client autonomy
5. Understand the use of supervision and support	5.1. Explain the use of supervision/support to maintain own and client's emotional safety throughout the helping relationship
	5.2. Evaluate the use of supervision/support in relation to own level of competence throughout the helping relationship

Delivery and assessment guidance

Guidance for developing assessment

1.1. the **environment** could be any environment which meets health and safety regulations and is suitable for one-to-one interaction.

1.2. **clients** are those receiving the help.

1.3. **boundaries** include:

- time
- confidentiality
- code of practice
- own competence
- values and attitudes
- equality of opportunity
- cultural diversity

1.4. **impact of themselves**, for example:

- understanding how own values, biases and attitudes affect the working relationship
- confidence and lack of confidence
- talking too much
- background and culture

1.5. issues of **risk and safety** for the:

- helper include:
 - visiting service users in their own homes
 - outreach and fieldworkers
 - basic safety (letting people know who you are seeing, where you are, how long you will be, and checking in at frequent times)
 - the client's emotional state
 - insurance issues
 - general health and safety considerations
- client include:
 - respecting personal space
 - general health and safety considerations
 - recognising heightened emotional states

1.6. **codes of practice or workplace policies** can be from the learner's own workplace, or another organisation.

1.7. **supervision and support** could be from:

- line manager
- human resources officer/manager
- counselling supervisor
- clinical supervisor
- case supervisor
- course tutor

2.3. **skills** include:

- paraphrasing
- summarising
- clarifying
- reflecting
- re-stating
- challenging
- using silence
- open and closed questions
- body language
- echoing

attitudes include the core conditions of empathy, respect and congruency.

2.4. **barriers** (in both self and client) include:

- projection
- embarrassment
- lack of confidence
- own previous experience

4.1. learners should provide 2 examples of **models/patterns of loss**, such as:

- Bowlby
- Marris
- Murray Parkes
- Kübler-Ross
- Stroebe and Schut
- Worden

5.1. **emotional safety** to include the helper's own feelings of loss and reactions to major life experiences.

Assessment guidance**Type of evidence:** witness testimony**Assessment criteria:** 1.1–1.3, 2.1, 2.3, 3.1–3.5, 4.3, 4.4**Additional information:** due to the practical nature of these criteria it is recommended that learners 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.**Types of evidence:** journal, oral or written questioning**Assessment criteria:** 1.4, 1.5, 1.7, 2.2, 2.4**Additional information:** learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded and could be in the form of an assignment or self-evaluation report.**Types of evidence:** individual notes or learner report**Assessment criteria:** 1.6, 4.1, 4.2, 4.5, 4.6, 5.1, 5.2**Additional information:** learners could conduct research and prepare notes or a learner report. For assessment criteria 1.6, learners could use their own organisation's code of practice or policy document Alternatively, centres could ask learners to use a code of practice or policy document they have chosen.**Types of evidence**

Evidence could include:

- witness testimony
- journal
- oral or written questioning
- individual notes
- learner report

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

For this qualification we have highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills

	<p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p>Links to NOS</p> <p>Unit 01 Developing and practising counselling skills:</p> <ul style="list-style-type: none">• SFJAB4: Establish communication with clients• SFTDW4: Provide information to clients• LSICLG6: Use effective communication within the counselling environment
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

Unit 02: Understanding different approaches to the use of counselling skills

Unit reference	M/507/4050	Unit level	3
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	20		
Unit summary	This unit will raise learners' awareness of the different approaches that can be used throughout the helping relationship. Learners will demonstrate their use and knowledge of the key concepts of 2 approaches commonly used and identify when the use of these are appropriate.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand different approaches to using counselling skills	1.1. Outline different approaches to helping
	1.2. Explain the key concepts of different theorists
	1.3. Judge which client issues are most likely to benefit from each of the different approaches
	1.4. Outline potential cultural barriers to each of the approaches
	1.5. Critically compare the approaches
	1.6. Interpret the vocabulary specific to the approaches
2. Be able to use skills/techniques applicable to different approaches	2.1. Demonstrate a range of skills/techniques specific to the approaches
	2.2. Evaluate own use of the skills/techniques specific to the approaches

Delivery and assessment guidance

Guidance for developing assessment

1.1. you must choose 2 **approaches** from:

- psychodynamic
- person-centred
- cognitive behavioural therapy (CBT)

1.2. **key concepts**:

- humanistic:
 - core conditions
 - conditions of worth
 - locus of evaluation
- psychodynamic:
 - defence mechanisms
 - transference
 - nature and structure of the psyche
- cognitive/behavioural:
 - schemata
 - negative automatic thoughts (NATs)
 - the importance of thinking

1.2. **theorists**:

- humanistic theorists (for example, Rogers)
- psychodynamic theorists (for example, Freud, Jacobs)
- cognitive/behavioural theorists (for example, Ellis, Beck)

2.2. **skills/techniques**:

- humanistic:
 - offering the core conditions
 - facilitating self-actualisation
- psychodynamic:
 - free association
 - working with transference
 - working with the influence of the past
- CBT:
 - ABC model
 - Socratic questioning/modelling

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.6

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

Type of evidence: witness testimony

Assessment criterion: 2.1

Additional information: due to the practical nature of this criterion it is recommended that learners 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 criterion and understands the concepts involved.

Type of evidence: journal, individual notes or learner report

Assessment criterion: 2.2

Additional information: learners could complete an evaluation on a range of skills and techniques.

Types of evidence

Evidence could include:

- individual notes or learner report
- witness testimony
- journal

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>For this qualification we have highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners’:</p> <ul style="list-style-type: none"> • English skills • Information and Communication Technology skills <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p>Links to NOS</p> <p>Unit 02 Understanding different approaches to the use of counselling skills:</p> <ul style="list-style-type: none"> • LSICLG1: Take responsibility for your own continuing personal development in counselling
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

Unit 03: Working ethically in helping relationships



Unit reference	T/507/4051	Unit level	3
Unit group	Mandatory		
Credit value	3		
Unit guided learning hours	20		
Unit summary	In this unit, learners will understand the contexts in which counselling skills can be used. They will also learn how to refer clients to other organisations that can offer suitable help, whilst maintaining ethical standards.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand occupational contexts and requirements for helping relationships	1.1. Identify different occupational contexts where counselling skills are used
	1.2. Outline different roles within which counselling skills may be of use
	1.3. Outline the different situations in which counselling skills are used within specific organisations
	1.4. Explain the potential tensions that can arise between organisational requirements and client welfare
	1.5. Explain issues of confidentiality and boundaries as these are affected by particular contexts
	1.6. Summarise the key requirements of legislation relevant to the helping relationship
	1.7. Explain the need for relevant insurance in helping and helping roles
	1.8. Explain why accurate record keeping is important

Learning outcomes The learner will:	Assessment criteria The learner can:
	1.9. Outline the types of policy a typical helping organisation may have
	1.10. Summarise the importance of equal opportunity and anti-discriminatory practice
2. Understand the concepts of ethical referral	2.1. Explain the reasons for referring a client
	2.2. Identify common client questions about referral
	2.3. Explain how to find information to respond to common client questions
	2.4. Summarise the types of service that organisations can offer on a range of issues
	2.5. Evaluate ways to manage resistance to referral
	2.6. Review ways to utilise supervision/support in relation to referral
	2.7. Explain how to refer ethically

Delivery and assessment guidance

Guidance for developing assessment

1.1. at least 3 **occupational contexts** should be identified.

1.2. at least 2 **roles** to be covered, such as:

- health/care worker
- teacher
- human resource staff
- youth worker
- early years practitioner
- police officer

1.3. at least 2 **situations** to be covered, such as:

- advocacy
- interviewing
- the breaking of bad news
- helping bullied children
- assisting with harassment
- supporting those with particular health conditions
- supporting distressed colleagues
- working on a helpline

1.6. at least 2 to be covered relating to current **legislation** covering, for example:

- health and safety
- data protection and record-keeping
- equality and diversity
- safeguarding children and vulnerable adults
- mental health

1.9. **policy** examples include:

- health and safety
- confidentiality
- insurance
- diversity
- accessibility
- roles
- appeals
- complaints

2.1. **reasons** for referral include:

- limits of own knowledge and competence
- limits of own role (organisational, personal, legal)
- the client needs another kind of help

2.2. common **client questions** include cost and access.

2.2. **referral** – inward and outward.

2.4. **organisations** - learners should investigate one local and one national organisation offering help and guidance on an issue of their choice, for example:

- drugs/alcohol misuse
- debt
- relationships
- health
- employment rights
- victimisation/bullying
- abuse

2.5. **resistance** can be own (for example, reluctance to 'let go', sense of failure) or client (for example, diffidence, attachment).

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.10, 2.1, 2.2, 2.5

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

Types of evidence: journal, oral or written questioning

Assessment criteria: 2.3, 2.4, 2.6, 2.7

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded and could be in the form of an assignment or self-evaluation report.

Types of evidence

Evidence could include:

- individual notes or learner report
- journal
- oral or written questioning

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>For this qualification we have highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners’:</p> <ul style="list-style-type: none"> • English skills • Information and Communication Technology skills <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p>Links to NOS</p> <p>Unit 03 Working ethically in helping relationships:</p> <ul style="list-style-type: none"> • SCDLDSS308: Enable clients to access referral opportunities • LSICLG1: Take responsibility for your own continuing personal development in counselling
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

Unit 04: Understanding the importance of self-development in relation to helping others

Unit reference	A/507/4052	Unit level	3
Unit group	Mandatory		
Credit value	2		
Unit guided learning hours	15		
Unit summary	This unit will enable learners to explore the importance of their self-development, own beliefs, values and behaviours, and identify the areas they would like to work towards developing. They will explore various models of self-understanding and any barriers they may have towards self-development.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to determine own self-development needs	1.1. Explain the importance of continued self-development when using counselling skills
	1.2. Analyse how own values, beliefs and behaviours can influence helping skills work
	1.3. Explain why feedback is an essential component of personal development
	1.4. Give examples of own responses to feedback from others
	1.5. Apply models of self-understanding
	1.6. Identify own skills and qualities for development
	1.7. Evaluate ways to overcome barriers to personal development and self-awareness
	1.8. Construct a plan for developing own skills and qualities

Delivery and assessment guidance
<p>Guidance for developing assessment</p> <p>1.5. self-understanding, for example:</p> <ul style="list-style-type: none">• Johari window• Maslow's hierarchy• Erikson's 8 stages of man <p>Assessment guidance</p> <p>Type of evidence: individual notes from a small group</p> <p>Assessment criteria: 1.1, 1.3</p> <p>Additional information: learners could participate in a small group discussion, which could be assessed via tutor witness testimony or video recording with learner evaluation. Learners could also reflect in their journal.</p> <p>Types of evidence: individual notes or learner report</p> <p>Assessment criteria: 1.2, 1.4–1.8</p> <p>Additional information: learners could conduct research and prepare notes or a learner report.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• individual notes from a small group• individual notes or learner report

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>For this qualification we have highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners’:</p> <ul style="list-style-type: none"> • English skills • Information and Communication Technology skills <p>If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.</p> <p>Links to NOS</p> <p>Unit 04 Understanding the importance of self-development in relation to helping others:</p> <ul style="list-style-type: none"> • LSICLG1: Take responsibility for your own continuing personal development in counselling
Additional unit assessment requirements	This unit is internally assessed and externally quality assured

Section 4: assessment and quality assurance information

Staffing requirements

Centres delivering this qualification 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 expected 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 that 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 internal 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 our secure 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 would 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(s) 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 our NCFE website. You do not have to use the LETL; you can devise your own evidence-tracking document instead.

Resource pack

We offer a free resource pack for this qualification. This can be downloaded from our secure website.

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 our Diversity and Equality policy is available on the NCFE website.

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 see the NCFE website.

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