



cpcab

The only awarding body
run by counsellors
for counsellors

2024 - 2025

Candidate Guide

Level 5 Diploma in Counselling Children and Young People (CYP-L5)

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

Qualification/learning aim number: 603/7503/6

Counselling & Psychotherapy Central Awarding Body (CPCAB)

P.O. Box 1768
Glastonbury
Somerset
BA6 8YP

Tel. 01458 850 350

Website: www.cpcab.co.uk

Email: contact@cpcab.co.uk



Contents

	Page
1. Introduction for Candidates	3
2. Qualification Structure	3
3. Internal Assessment	3
4. Equal Opportunities and Reasonable Adjustments	6
5. Appeals and Complaints	6
6. Additional Qualification Requirements	6
7. Candidate Feedback	8

Appendices

	Page
1. Candidate Learning Record (CLR)	9
2. Completion Statement	21
3. Criteria Assessment Sheet (CAS)	22

Please note:

This document, along with candidate support materials, can be downloaded from the [CPCAB Website](#). These provide you with the information needed to enable you to maximise your learning on this course and to complete the qualification successfully. If you need help with the accessibility of this document, please email contact@cpcab.co.uk with your request.

Find us on [Facebook](#)

Find us on [LinkedIn](#)

Watch us at [CPCAB Videos](#)

Discover new & interesting things at [a New Vision for Mental Health](#)

1. Introduction for Candidates

You are undertaking a course that leads to a nationally regulated qualification awarded by the Counselling and Psychotherapy Central Awarding Body (CPCAB) – the only nationally regulated awarding body to specialise in the field of counselling and supervision.

This qualification is designed to give candidates the knowledge, skills and competencies to work as counsellors with children and young people aged 11-18.

The qualification includes training on how to:

- » Work safely, legally and ethically with children and young people.
- » Tailor the therapeutic work to meet the age, development stage and ability of the child or young person.
- » Use theory, research and skills to work effectively with children and young people.
- » Work collaboratively, creatively and flexibly with children and young people.

2. Qualification Structure

This qualification is made up of seven mandatory learning outcomes and associated assessment criteria. This structure is based on the seven processes of the [CPCAB's Model](#).

Tip:

Think of the assessment criteria as learning tasks which you must complete and then record so that your tutor can see you have achieved the task.

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

This qualification is eligible for fully in-person, or blended delivery. Up to 50% of the Guided Learning Hours (GLH) of this qualification can be delivered online. This qualification is not suitable for full online delivery.

3. Internal Assessment

Art students keep a portfolio of their coursework which they use to show other people what they, as artists, have learnt. In a similar way you need to keep a portfolio of your coursework, which you can use to show your tutor what you have learnt. Keeping a portfolio of your coursework will not only provide your tutor with evidence of your learning, but also really help you with the learning process itself.

You also need to complete your Candidate Learning Record (CLR), which should be placed at the front of your portfolio to signpost the evidence for each assessment criterion. The CLR has brief notes beside each assessment criterion to help you understand what is being asked for and guidelines on how to record your learning.

You must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to the following three types of course work.¹

1. **Documents** – You must include a learning review², a self-review (see section below on the tutor-assessed self-review), 2 written assignments (3,000-3,500 words), a client record (minimum of 60 one to one hours), a clinical supervision record and a personal counselling record (minimum of 20 hours by the end of the course). You must also include a review of a 15-minute transcript of clinical work. You might also include tutorial records (when written by you) and notes on your personal development.³
2. **Tutor observation** – You must include records of tutor feedback on (a) your counselling practice sessions and (b) a case presentation. You might also include tutorial records (when written by your tutor), and tutor feedback on group discussions (including contributions to seminars, group-work and group training supervision).
3. **Testimony** – You must include records of peer feedback on your counselling practice sessions and two supervisor reports (one after 30 hours and one after 60 hours of client work). You might also include, for example, peer feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision), and client evaluation/feedback (with explicit permission).
 - See CYP-L5 Specification for a summary of minimum assessment requirements.
 - See the CPCAB film on How to build a student portfolio.

Tip:

It is a good idea to outline possible sections in your portfolio, for example:

- Document: learning reviews
- Document: self-reviews
- Tutor observation: tutor feedbacks on counselling practice
- Testimony: peer feedbacks on counselling practice
- Testimony: reports from supervisors

An example reference in your CLR might read: *Learning review p 21, para 3, lines 3-6 (document)*

Peer feedback Sheet No. 6, line 29 (testimony)

¹ Please note that if it is appropriate you can reference the same section of your portfolio, or the same piece of work, a number of times.

² This is an ongoing review of learning during the course (also called a “learning journal”).

³ Your personal development may result from insights gained from the course, other personal development work, tutorial records or from personal counselling.

Tip:

Meeting criteria is important, but the experience of learning about being a CYP counsellor should be much richer than criteria. Try to keep a balance.

CPCAB recommends that you attach a Criteria Assessment Sheet (CAS) to any work you hand in to your tutor for assessment. Your tutor can use the CAS to tell you which criteria you have met and to give you helpful feedback throughout the course. In this way you can gradually collect evidence as you go along and keep track of what evidence you still need to look out for.

Self-review

Towards the end of your course your tutor will support you to complete a self-review of your learning. A template document is available on the [CPCAB website](#). This will allow you to reflect on what you have learnt and show your understanding of CYP counselling practice. Your tutor will assess your self-review and provide you with feedback on how you are progressing towards competence in all 7 areas. If you need to undertake any specific activities to address areas for development your tutor's feedback will explain how to do so.

After you have completed your portfolio your tutor will look at the evidence you have referenced in your Candidate Learning Record (CLR) and assess whether or not you have completed the assessment criteria, achieved the learning outcomes and met all the other qualification requirements. They may well decide that you are not yet Proficient – and will identify what you still need to complete/achieve and how you might work towards doing this.

- Your tutor will give you further guidance on developing your portfolio, the three types of coursework and filling in the Candidate Learning Record.

The final assessment of your work is recorded on the Completion Statement at the end of your Candidate Learning Record.

Tip:

It is important to realise that simply presenting evidence to meet criteria may not be sufficient to meet the overall learning outcomes and/or the qualification requirements. Your tutor may have observed substantive evidence which indicates that a specific assessment criterion or learning outcome has not been met despite evidence you have submitted. If that is the case, they may record a final result of Not Proficient on the basis of contraindications.

Please note that all the work you include in your portfolio is *assessable material*, so it may be seen not just by your tutor but also by all those involved in your training centre's internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

4. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all recognised centres to have an effective candidate support system in place and to make appropriate arrangements to meet individual assessment needs. You can ensure that your own learning and assessment needs are being met by discussing your own needs/difficulties with your tutor, who can ensure that you receive the appropriate support at your centre. Please talk to your centre prior to your enrolment about any additional support that you may need regarding learning and assessment.

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

Both CPCAB and centres are required to recognise and comply with both the spirit and the word of equal opportunities legislation. Previous Acts were amalgamated into the [Equality Act 2010](#).

See [CPCAB's Equal Opportunities Policy](#).

5. Appeals and Complaints

CPCAB are committed to maintaining standards across our recognised centres so that the public can have confidence in us and our qualifications. We provide our own complaints and appeals policies for the benefit of centres and candidates.

- Please view our policies on Complaints, Appeals and Whistleblowing on the [CPCAB website](#).

All CPCAB approved centres are required to have a complaints and appeals procedure which is available to candidates. Candidates must address all appeals about internal assessment or complaints about any aspect of their learning experience on the course via the centre's own internal complaints and appeals procedures. It is the centre's responsibility to make these procedures available to candidates.

Candidates who contact CPCAB directly on these issues will normally be directed back to their centre.

6. Additional Qualification Requirements

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

Client work

You are required to complete a minimum of 60 hours one-to-one, formally contracted counselling with children and young people (CYP). The hours are to include client assessment and practice work with at least 4 different clients between the ages of 11 and 18.

Up to 49% of these counselling placement hours can be conducted through online/telephone work and a minimum of 51% must be in-person placement hours. Work with your centre to ensure you only undertake work in a format where you are well prepared, competent and appropriately supported. You should maintain records of the type of session in your client log.

➤ See [CYP-L5 Guidance to Client Work Experience](#) for more information.

Group training supervision

You are required to take part in group training supervision as part of your course. You will be expected to present your work, receive supervisory support and challenge from tutors and peers, and learn from and challenge other candidates in the group. The emphasis here is on examining professional and therapeutic issues relating to your work as a counsellor of children and young people.

Clinical supervision

In addition, you are required to have clinical supervision for all your client work. Client hours should be appropriately supervised and approved by your tutor. You should aim to meet the supervision ratio requirements of your chosen professional membership association/ethical framework. This varies depending on the amount of client work undertaken and you should seek guidance from your professional membership association, placement agency (if applicable) and centre as to how these ratios are ethically achieved. For example, the BACP requirements for trainee counsellors in individual supervision is a minimum of 1.5 hours per calendar month. Ratio of 8 hours counselling to 1-hour supervision, with supervision every two weeks. The BACP formula for counting time gained through group supervision is that if a candidate is in a group of four or less, half the time of the session can be claimed. So, if there are four people in a session of 1½ hours, then each person can claim 45 minutes each. If there are five or more in a session, then divide the length of the session by the number of people present - i.e. five people in a 2½ hour session could claim ½ an hour each.

Personal therapy for trainees

You need to have completed a minimum of 20 hours of personal counselling. These sessions need to take place by the end of the course. You cannot include hours undertaken prior to the start of the course. Beyond this you are expected to take responsibility for ensuring that you undertake sufficient therapy to meet your individual personal and professional needs as well as any professional body requirements. You need to keep a record of your personal therapy.

Personal tutorials

You will be offered tutorials throughout your course to support your learning, develop your practice and help you identify learning goals. Your tutors will also take the opportunity of tutorials to raise any concerns likely to affect the outcome of your internal assessment. You need to keep a record of your tutorials in your portfolio.

Tip:

Know your limits: You will continue to need appropriate clinical supervision for working with children and young people and to work within your personal and professional competence.

7. Candidate Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of your course.

Please click on this link to access the survey - [Candidate feedback](#).

Appendix 1: Candidate Learning Record

Level 5 Diploma in Counselling Children and Young People (CYP-L5)

Instruction:

Print out (or otherwise detach) this Candidate Learning Record (CLR) and the Completion Statement which follows it. Then insert both documents in the front of your portfolio.

Please confirm that your portfolio contains the following items (which are required in order to complete the qualification) by ticking each box below:

- A client record (60 hours minimum)
- Clinical supervision record
- Two supervisor reports
- A personal counselling record (20 hours minimum during course)

When you have completed your Candidate Learning Record please tick the following box to confirm that you have provided evidence all three types of coursework (i.e. documents, tutor observation and testimony):

CYP-L5		
LEARNING OUTCOME:	1. Work safely, legally and ethically with children and young people (CYP)	
Assessment criteria	Candidate guidance to criteria	Portfolio references
1.1 Work within recognised legal, professional and ethical frameworks when counselling CYP	<ul style="list-style-type: none"> • Have a thorough knowledge of ethical frameworks for counselling, for example the BACP “Ethical Framework for the Counselling Professions”, the NCPS “Code of Ethical Practice”, the ACC’s “Code of Ethics” or another similar framework. • Identify and respond to legal, professional and ethical issues relating to work with CYP. • Identify your legal, professional and ethical responsibilities in relation to work with CYP clients i.e. to parents/carers and teachers, to employers, the counselling profession and wider community. • Demonstrate ability to use an ethical framework to resolve ethical dilemmas. • Integrate knowledge of relevant local and national legislation in all aspects of CYP client work, including safeguarding and child protection. • Consider the administrative aspects of professional practice i.e. workload, room hire, use of technology, time management, booking appointments, session notes, fees. 	

<p>1.2 Respond to and manage issues of confidentiality and data protection</p>	<ul style="list-style-type: none"> • Identify the specific legal and ethical responsibilities and limitations around confidentiality when working with CYP. • Communicate the meaning and significance of confidentiality to CYP and associated parties. • Demonstrate understanding of data protection and how the laws apply to CYP work. • Ensure confidentiality is maintained in all course work, i.e. not including any identifying or superfluous information e.g. case studies, records, log books etc to be anonymised. • Consider legal requirements related to protection of client data, particularly in terms of the use of technology for storage of client notes or online counselling. • Respect the CYP's autonomy and privacy. 	
<p>1.3 Conduct initial, emerging and ongoing risk assessments and respond to safeguarding and child protection issues</p>	<ul style="list-style-type: none"> • Conduct holistic risk assessments in accordance with your organisational setting e.g.: independent practice, agency, school. • Understand the guidance provided in NICE Guideline NG225 and its relevance to counselling practice. • Understand the constraints and limits of managing risks within different organisations and settings. • Appreciate the relationship between risk assessment, safeguarding and child protection. • Keep records of initial, emerging and ongoing risk assessments and show how these might contribute to a child protection plan. • Record how you would respond to safeguarding and child protection issues. • Show that you know how and when to implement appropriate protective interventions, physically and clinically as appropriate within your role. • Demonstrate how you respond appropriately to safeguarding and child protection issues, and that you know who to refer to or share information with when required. 	
<p>1.4 Work within limits of competence and use referral and signposting processes appropriately</p>	<ul style="list-style-type: none"> • Identify and work within your personal and professional limits of competence and ability. • Be able to safely and appropriately signpost or refer CYP clients who you are not competent or able to work with. • Demonstrate ability to develop and make use of referral routes/other sources of help. • Show you are able to work collaboratively with other professionals as appropriate. • Understand the importance of the role of supervision when signposting and/or referring a CYP client. • Identify and mitigate against the potential impact that signposting and/or referral could have on the CYP. 	

1.5 Engage with inter agency work, including schools	<ul style="list-style-type: none"> • Identify other agencies and organisations which might have a role in the CYP’s world, including school. • Explain the rationale for effective inter-agency working. • Critically appraise the potential influence of different organisations on the CYP’s world. • Explain how you engage effectively with other organisations and balance any ethical tensions. • Respond to potential conflicts with inter-agency work. 	
LEARNING OUTCOME:	2. Facilitate a therapeutic relationship with CYP	
Assessment criteria	Candidate guidance to criteria	Portfolio references
2.1 Establish and maintain an age appropriate therapeutic relationship	<ul style="list-style-type: none"> • Explain what you understand by the term ‘therapeutic relationship’. • Recognise the importance of establishing a therapeutic relationship suited to the age of the CYP. • Explore how establishing and maintaining a therapeutic relationship with a CYP might be different from one with an adult. • Demonstrate the skills and knowledge required to establish appropriate therapeutic relationships with differing age groups. • Explore how you know that you have established and are maintaining an appropriate therapeutic relationship. 	
2.2 Establish and sustain professional and personal boundaries with consideration to the age and developmental stage of the client	<ul style="list-style-type: none"> • Identify what you can and can’t offer professionally and personally when working with CYP of different ages and stages. • In relation to boundaries consider: <ul style="list-style-type: none"> ➢ limits of confidentiality ➢ legal requirements ➢ risk and harm ➢ limits of competence, ➢ time of day session takes place ➢ number and length of sessions • Understand and demonstrate how to establish the boundaries with clients of different ages and stages of development. • Explore how boundaries might be tested by different age groups, or CYP at different stages of development. • Identify what boundaries you might find difficult to sustain and work through these in supervision. 	

<p>2.3 Use the therapeutic relationship to inform and enhance the counselling work, enabling CYP to access and express emotions</p>	<ul style="list-style-type: none"> • Discuss the nature and quality of your relationship with each CYP client, identifying its strengths and vulnerabilities. • Reflect on what your CYP clients need from you in order to access and express their emotions. • Explore ways in which CYP clients can access, express and articulate emotions - for example verbally, through play, art, other creative medium etc. • Provide examples of where you have intentionally used the therapeutic relationship to enhance the counselling work and enable CYP to access and express emotions. • Demonstrate in skills practice your ability to use the therapeutic relationship to enhance the counselling work. • Respond to any changes in the nature of the relationship and the emotional content of the work with each of your CYP clients. 	
<p>2.4 Work with conflicts, challenges and difficulties that arise in the therapeutic relationship</p>	<ul style="list-style-type: none"> • Explore the meaning and implications of conflicts, challenges and difficulties – consider for example relationship ruptures, timekeeping, fees, gifts, unpredictable problems, etc. • Give examples of (and reflect on) difficulties encountered in maintaining and working within the therapeutic relationship – e.g. readiness, resistance, reluctance, collusion, recurring behavioural patterns, etc. • Demonstrate your ability to respond appropriately to conflicts, challenges and difficulties in the therapeutic relationship. • Identify CYP challenging behaviours that you would find difficult to manage and use supervision to help you respond effectively. 	
<p>2.5 Evaluate the appropriateness of working in partnership with family members, carers and the client</p>	<ul style="list-style-type: none"> • Identify who (if anyone) in the CYP's family/carer system would be appropriate to engage with, to support and enhance the counselling process and for the benefit of the client. • Communicate with appropriate family members/carers to gain a systemic understanding of the CYP's world and experiences. • Wherever possible seek consent from the CYP before communicating with family members or carers. • Evaluate the advantages and disadvantages of working in partnership with family members/carers. • Reflect on how you might feel if your counsellor spoke to your family about you. What would you be comfortable with your counsellor sharing? Use this knowledge to inform how you engage appropriately with your CYP's family/carers. 	

LEARNING OUTCOME:	3. Understand and work with diversity in relation to CYP	
Assessment criteria	Candidate guidance to criteria	Portfolio references
3.1 Apply theory and research on diversity issues to counselling work with CYP	<ul style="list-style-type: none"> • Investigate research on diversity issues and their impact on counselling work with CYP. • Use theory and research to deepen understanding of equality, diversity and inclusion in relation to the CYP and CYP counselling. • Explore own resistance/reluctance to engage with CYP client diversity. • Apply insights from understanding of theory and research to value the uniqueness of each individual CYP. • Use research findings to understand how responses to diversity have changed over time and how these changes inform your current counselling practice with CYP i.e. in relation to widening participation. 	
3.2 Identify and respond to factors that impact on the mental health and wellbeing of CYP	<ul style="list-style-type: none"> • Differentiate between mental health/wellbeing, and mental ill health. • Identify a list of factors that could impact on the mental health and wellbeing of CYP. • Explain how the CYP's world view impacts on their mental health and wellbeing. • Respond appropriately to factors that impact on the mental health and wellbeing of CYP. • Be aware of own and society's labels and judgements in relation to mental illness (e.g. mad, sad or bad). 	
3.3 Use empathy to communicate understanding and acceptance appropriate to the age of the client	<ul style="list-style-type: none"> • Explore how an ongoing deepening understanding of diversity can enhance your empathy and acceptance. • Demonstrate and reflect on your ability to effectively communicate understanding, respect and value to CYP of different ages. • Reflect on your own responses/reactions to your CYP client, and what blocks your empathic communication. • Use a communication style appropriate to the age of the CYP to convey empathic understanding and acceptance. 	
3.4 Facilitate a time and setting appropriate to the age and stage of development of the CYP	<ul style="list-style-type: none"> • Consider how the time of day and length of sessions might have to be adapted to the age and stage of development of the CYP. • Explore how the physical setting could impact on the counselling work i.e. size of furniture, creative materials, 'messy' play. • Critically evaluate a range of settings i.e. school, private practice room, GP surgery, agency room, youth service, CYP's home and how appropriate these are for different ages and stages of development. • Ensure that the setting is safe for the age and developmental stage of the CYP. 	

<p>3.5 Reflect on barriers to CYP engaging with counselling and actively promote easier access</p>	<ul style="list-style-type: none"> • Identify a range of barriers to CYP engaging with or accessing counselling for example stairs, finance, waiting lists, language, culture, parental beliefs and norms. • Explore the availability of counselling services for CYP in the local area – list those on offer and how a CYP can access them. • Conduct an audit on the accessibility of your own counselling room(s) and consider how to provide easier access. • Reflect on what might prevent a CYP accessing and engaging with counselling and as part of your practice and/or CPD produce a plan to improve and promote easier access to counselling for CYP. • Explore the work of organisations developed with a vision to improve the accessibility of counselling services, for example BAATN. 	
<p>LEARNING OUTCOME:</p>	<p>4. Work collaboratively, creatively and flexibly to engage CYP in counselling work</p>	
<p>Assessment criteria</p>	<p>Candidate guidance to Criteria</p>	<p>Portfolio references</p>
<p>4.1 Conduct an age appropriate assessment tailored for each client to establish a focus for the work together</p>	<ul style="list-style-type: none"> • Describe how you assess your CYP clients consistent with your theoretical approach. • Demonstrate ability to adapt the language and communication methods to match the age, developmental stage and ability of the CYP to ensure a collaborative assessment process. • Involve parents/carers in the assessment process for younger clients, when appropriate to do so. • Reflect on the responsibility of identifying CYP needs in order to establish a focus for the work. • Make use of assessment tools and measures in collaboration with the CYP e.g. YP-CORE. 	
<p>4.2 Negotiate a contract for the work with the client's involvement and consent</p>	<ul style="list-style-type: none"> • Be able to agree a contract that is based on the client's age and developmental needs but which also takes account of legal, ethical and practical considerations. • Reflect on what 'negotiate' 'involvement' and 'consent' mean in relation to contracting work with CYP. • Understand the difference between a business contract and a therapeutic agreement for the counselling work with CYP. • Use information from initial CYP assessment to inform the contract and shared therapeutic agreement. • Demonstrate your ability to negotiate a shared agreement for the counselling work with individual CYP. • Use skills and language appropriate to the age and developmental stage of the CYP to ensure a shared agreement for the work. 	

<p>4.3 Evaluate the different ways of offering counselling to CYP, e.g. face-to-face, online, telephone and blended work</p>	<ul style="list-style-type: none"> • Critically reflect on the benefits and constraints of offering counselling to CYP via different media. • Consider the differences between working face to face and remotely with CYP. • Consider how and when a blended approach can be useful in CYP counselling work. • Evaluate own attitudes and opinions on working remotely with CYP. 	
<p>4.4 Offer a range of communication methods appropriate to the client's age and developmental stage</p>	<ul style="list-style-type: none"> • Identify appropriate communication methods in relation to CYP age, developmental stage, background and ability. • Communicate with the CYP using age and development stage appropriate language and non-verbal communications. • Work with and adapt verbal and non-verbal communications to meet CYP where they are. • Use tools to communicate with CYP e.g. paint, clay, toys, crafts, creative activities, music, film etc. • Where appropriate follow the CYP lead in communication style and method. • Use creative communication appropriately e.g.: play, craft, music, movement etc. • Practice communicating playfully. 	
<p>4.5 Reflect on, evaluate and review the counselling work in collaboration with the client's changing needs</p>	<ul style="list-style-type: none"> • Discuss the importance of involving the CYP in reviewing the counselling work in a way that is meaningful to their age, stage of development and ability. • Show how you have effectively engaged the CYP both in reviewing and evaluating your work together. • Implement a review process that focuses on the work with CYP with a view to enhancing and/or improving the work. • Be attentive and responsive to the CYP's changing needs both in individual sessions and during the work as a whole. 	
<p>4.6 Work sensitively with CYP to negotiate and plan for endings and transitions</p>	<ul style="list-style-type: none"> • Understand the impact endings and transitions can have on the counselling relationship with CYP. • Identify strategies and interventions to manage endings and transitions. • Prepare CYP for endings and transitions. • Manage endings and transitions safely and sensitively. • Show understanding of ending issues in counselling work with CYP e.g. ending a session, the work as a whole or a transition e.g. referral to another service. • Consider what support is available to the CYP once counselling ends. • Use supervision to explore ending issues in order to leave the client 'safe'. • Reflect on your personal responses and difficulties associated with endings. 	

LEARNING OUTCOME:	5. Work with self-awareness as a CYP counsellor	
Assessment criteria	Candidate guidance to criteria	Portfolio references
5.1 Reflect on own childhood experiences and how they might enhance or limit own work with CYP	<ul style="list-style-type: none"> • Use personal therapy, and personal development activities and reading to reflect on own childhood experiences. • Show ongoing and regular commitment to expanding your self-awareness, insight and understanding of the possible impact own childhood could have on your counselling work with CYP. • Record and reflect on your responses in the group/personal relationships/client work and link these to aspects of your own childhood and patterns of relating. • Accept that working on your own childhood issues can be distressing and painful and so be gentle with yourself. • Use supervision to identify when own childhood experiences impinge on client work, ensuring that the CYP remains at the centre of the work. 	
5.2 Apply child development theories to self and demonstrate how this awareness informs therapeutic work with CYP	<ul style="list-style-type: none"> • Apply child development theories to own personal history, reflecting on individual developmental stages and transitions. • Identify which (if any) developmental stages were smooth and well traversed and which were difficult, challenging or painful. • Reflect on how own developmental experiences might impact on counselling work with CYP. • Use insights from this personal work to enhance and deepen your work with CYP clients. • Engage with personal therapy and clinical supervision to build self-awareness and to support counselling work with CYP. 	
5.3 Use awareness of self to work with the impact of power and authority in the counselling relationship with CYP	<ul style="list-style-type: none"> • Be mindful of the power differential in all adult and child relationships. • Reflect on your own current and historical relationship and responses to power and authority. • Reflect on how you manage your own or your client's expression of power or authority in the therapeutic relationship. • Give an example of managing the impact of power or authority in a counselling relationship with a CYP. • Be able to promote the CYP's power and autonomy whilst maintaining ultimate responsibility for the therapeutic process. • Use supervision to raise awareness and respond appropriately to these challenging dynamics in your counselling work with CYP. 	

<p>5.4 Practice self-care to promote personal resilience in response to the impact on self when working with CYP</p>	<ul style="list-style-type: none"> • Take a personal inventory, including: <ul style="list-style-type: none"> ➤ Impact on self of working with CYP ➤ Professional self-care ➤ Personal self-care ➤ Barriers to self-care ➤ Self-care goals and aspirations and steps to achieving them • Identify ethical responsibilities regarding self-care. • Recognise when lack of self-care impacts on fitness to practice. • Acknowledge the relationship between resilience and self-care. • Recognise when own resilience is diminished and take steps to mitigate the impact on self and CYP counselling work. • Use personal therapy and supervision to value self and practice robust self-care. 	
<p>LEARNING OUTCOME:</p>	<p>6. Use theory, research and skills to work effectively with CYP</p>	
<p>Assessment criteria</p>	<p>Candidate guidance to criteria</p>	<p>Portfolio references</p>
<p>6.1 Evaluate the benefits and limitations of own core theory, adapting it to work effectively with CYP</p>	<ul style="list-style-type: none"> • Identify benefits and limitations to using own core theory in CYP counselling work. • Adapt own core theory to meet the needs of CYP at various ages and developmental stages. • Adapt communication style to apply own core theory to CYP work. • Offer CYP a personalised therapeutic experience, drawn from own core theory and integrating appropriate techniques and interventions to meet CYP needs. • In relation to theory, be able to explain what you do and why you do it in relation to counselling work with CYP. 	
<p>6.2 Apply knowledge of child development and attachment theories to meet the specific needs of CYP</p>	<ul style="list-style-type: none"> • Draw on knowledge of CYP theories of development in relation to <ul style="list-style-type: none"> ➤ Physical ➤ Cognitive ➤ Social ➤ Emotional ➤ Language ➤ Behavioural development • Differentiate between age appropriate and problematic behaviours. • Draw on knowledge of attachment styles to inform CYP work. • Use knowledge of development and attachment to reflect on and increase your understanding of the CYP's self, personal history and patterns of relating. • Show how your knowledge of development and attachment and directly informs your understanding of the CYP's difficulties and challenges in relation to the counselling process. 	

<p>6.3 Work experientially with play and creativity to enhance the therapeutic process</p>	<ul style="list-style-type: none"> • Use knowledge of the purpose and meaning of play to inform counselling work with CYP. • Make coherent use of own theoretical model to engage in therapeutic play with CYP. • Use age and developmental stage appropriate skills and techniques to engage the CYP in play and creativity in the therapeutic process. • Implement experiential play and creativity appropriately with CYP. • Reflect on your own relationship with play, identifying any blocks or challenges. 	
<p>6.4 Promote and encourage resilience in CYP</p>	<ul style="list-style-type: none"> • Understand the relationship between resilience and well-being. • Acknowledge how the CYP's care environment impacts on their strengths and resilience. • Use knowledge of factors that promote resilience in order to foster the CYP's ability to cope and flourish. • Use age and developmental stage appropriate skills and techniques to encourage resilience in CYP. 	
<p>6.5 Consider the role of psychopathology, pharmacology and neuroscience when working with CYP</p>	<ul style="list-style-type: none"> • Be able to recognise and respond to manifestations of behaviours and/or experiences exhibited by CYP that could suggest the presence of mental illness or distress. • Acknowledge own limits of ability in relation to psychopathology and neuroscience, both before and during counselling work with CYP. • Have a basic knowledge of pharmacology and the ability to access further information where additional understanding is needed. • Reflect on own attitudes and opinions of pharmacology for CYP. Explore how these attitudes and opinions might impinge on counselling work with CYP. 	
<p>6.6 Use research findings on counselling CYP to inform the work</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of contemporary research findings relevant to CYP counselling. • Show evidence of reviewing research findings to question and deepen your understanding of the CYP and CYP counselling. • Apply this understanding to critically evaluate your own work with CYP. • Include critical awareness of other therapeutic approaches, techniques and interventions relevant to your counselling work with CYP. 	

LEARNING OUTCOME:	7. Monitor and maintain professional practice and effectiveness as a CYP counsellor	
Assessment criteria	Candidate guidance to criteria	Portfolio references
7.1 Prepare for and engage with clinical supervision appropriate for counselling work with CYP	<ul style="list-style-type: none"> • Identify what you require from CYP clinical supervision, using planning and preparation in order to make most effective use of the supervision sessions. • Work collaboratively with your supervisor on in-depth critical self-appraisal and self-reflection for both personal and professional development. • Show how you have integrated learning and insights from supervision to develop your CYP practice. • Evaluate your use of supervision in one or more settings in order to meet your developing needs as a CYP counsellor. • Consider how you will meet the requirements for supervision in keeping with your ethical framework. 	
7.2 Demonstrate awareness of the “internal supervisor” and the place of reflexivity, to enhance counselling practice with CYP	<ul style="list-style-type: none"> • Explore the meaning of ‘internal supervisor’. • Give examples of when you have listened to and responded to your internal supervisor to enhance your CYP counselling practice. • Explore the meaning and place of reflexivity within your counselling practice with CYP. • Identify how reflexivity enhances your CYP counselling practice. 	
7.3 Use a clinical audit tool appropriate for counselling work with CYP to critically evaluate own practice	<ul style="list-style-type: none"> • Be familiar with how to use up to date clinical audit tools for monitoring CYP functioning and outcomes – e.g. YP Clinical Outcomes for Routine Evaluation (YP-CORE), Goodman’s Strengths and Difficulties Questionnaire (SDQ), Child Outcome Rating Scale (CORS). • Reflect on role and importance of audit tools in monitoring counselling outcomes for CYP. • Make use of an appropriate CYP clinical audit tool as part of your practice evaluation and development. 	
7.4 Identify strengths and weaknesses when working with CYP and plan own Continuing Professional Development programme	<ul style="list-style-type: none"> • Take regular personal inventory of strengths and weaknesses relating to counselling work with CYP using an ethical framework as guide. • Use feedback from peers, tutors, supervisor and appropriate professionals to inform and improve counselling work with CYP. • Reflect on the ongoing role and importance of CPD in professional development and improvement. • Identify own development needs with reference to your counselling work with CYP. • Develop an ongoing plan for meeting your CPD needs. 	

Where do you plan to progress once you've finished this qualification?

Please enter corresponding number here:

1. Employment as a Counsellor (Full Time, Part Time or Self Employed)
2. Employment within Allied Professions (Full Time, Part Time or Self Employed)
3. Employment in Non Allied Professions Sector (Full Time, Part Time or Self Employed)
4. Further Study in Further Education (Counselling related subjects)
5. Further Study in Higher Education (Counselling related subjects)
6. Further Study in Further Education (Non-Counselling related subjects)
7. Further Study in Higher Education (Non-Counselling related subjects)
8. Voluntary Work – Counselling Sector
9. Voluntary Work – Allied Professions*
10. Voluntary Work – Non-Counselling/Allied Professions
11. Not in employment
12. I don't know

*Example list of allied professions (not an exhaustive list):

- Advice and advocacy support
- Befriender role
- Care worker
- Childline administrator
- Contact centre advisor
- Customer facing role
- Customer relations advisor
- Customer service representative/ advisor/ officer
- Family support worker
- Healthcare professionals
- Helpline operator
- Home care assistant
- Housing support worker
- Mentoring and support worker
- Promotion in current role
- Public services, including probation, substance misuse agencies and criminal justice sector
- Roles in health and social care
- Welfare and advice worker
- Youth worker

Appendix 2: Completion Statement for CYP-L5

Completion statement for Candidate Learning Record Level 5 Diploma in Counselling Children and Young People (CYP-L5)			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Work safely, legally and ethically with children and young people (CYP)		
2	Facilitate a therapeutic relationship with CYP		
3	Understand and work with diversity in relation to CYP		
4	Work collaboratively, creatively and flexibly to engage CYP in counselling work		
5	Work with self-awareness as a CYP counsellor		
6	Use theory, research and skills to work effectively with CYP		
7	Monitor and maintain professional practice and effectiveness as a CYP counsellor		

To be completed by core tutor:

Where the learning outcome has not been achieved please:

- (a) State clearly which learning outcome this relates to.
- (b) Give specific and relevant reasons why the learning outcome has not been achieved.
- (c) Record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications	Proposed course of action

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: Candidate signature: Date:

I declare that this Completion Statement is a true record of the candidate's achievement:

I declare that this candidate has achieved all the above qualification requirements for CYP-L5:

Tutor name: Tutor signature: Date:

Appendix 3: Criteria Assessment Sheet (CAS)

Candidate:

Group:

Qualification:

Coursework:

Candidates: In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment.

Assessors: Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved).

For completion by the candidate: Candidate reference to coursework			For completion by the tutor: Tutor assessment	
Unit (CAST-L3 and TC-L4 only)	Criteria number	Page number	YES/NO	Tutor feedback

General comments:

Tutor name:

Date: