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2026 - 2027

Tutor 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)

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Please note that:

- This document can be downloaded from the [CPCAB Website](#) along with tutor support materials.
- Tutor resources to support your teaching are also available: [CPCAB Community Hub](#), [shop](#), [YouTube](#)

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1. Introduction for Tutors

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

This qualification will enable successful candidates to work as counsellors with this age group in a range of job and career opportunities, which include but are not limited to:

- A counsellor employed by a school or college
- A counsellor in an agency or organisation which specialise in counselling children and young people
- A private counsellor working for an external organisation such as a school, youth club, wellness/mental health setting
- An 'adult' counsellor in independent practice wishing to extend their work to cover this age range
- A youth worker in the community
- An outreach worker with adolescents/teenagers

See the [CYP-L5 Specification](#) for more information on qualification purpose.

2. Qualification Structure

The qualification is made up of 7 mandatory learning outcomes, each of which has associated assessment criteria. This structure is based on the 7 processes of the [CPCAB's Model](#).

Tip:

Encourage your candidates to think of the assessment criteria as 'learning tasks' which they complete and then record so that you can see they have achieved the task.

All the qualification information – including the **minimum assessment requirements** – is contained in the [CYP-L5 Specification](#).

The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in [Appendix 1](#) of this document.

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

This qualification is eligible for fully in-person, 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. Please see [how to run CPCAB's qualifications online](#) for more information.

3. Standardisation of Tutor Assessment

As a tutor for CYP-L5 you are required to attend one of the free CPCAB standardisation training days either before or during your first delivery of the course. You must then attend a standardisation training session at least once every two years and receive 'cascade' training from a colleague in the intervening year.

Please see:

- [CPCAB's Terms and Conditions.](#)
- [Further information](#) including dates, venues and the booking form to book your place.

Important note:

- Failure to attend a standardisation training day may result in your internal assessment decisions being declared invalid.
- Where a training place has been reserved but the tutor does not attend on the day and has not informed CPCAB of the cancellation in advance the centre will be charged a non-attendance fee.

For further details please contact CPCAB via verification@cpcab.co.uk

4. Candidate Registration

Candidates must be registered with CPCAB within six weeks of the course start date. Candidates who are not registered will not receive qualification certificates. Candidate registrations should be completed via the CPCAB portal and by the centre's exams department.

Please note that CPCAB has no responsibility for candidates who are not registered with CPCAB.

- Please see the CPCAB [Guidance on How to Register your Candidates \(CR0\)](#).

When registering candidates please be aware of the need to complete a [Conflict of Interest Declaration \(CR10\)](#) form to inform CPCAB of any dual relationships/conflicts of interest likely to compromise the integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate¹. If in doubt, please contact CPCAB for further advice or information.

Minimum registration numbers

There is a minimum number of **6 candidates** that need to be registered per group.

The minimum numbers for candidate registrations per centre per year are:

¹ Please see the [Conflict of Interest Policy](#) on the CPCAB website for further guidance.

- Levels 2 and 3: a total of 12 candidates per year
- Levels 4 to 6: a total of 9 candidates per year. (*CPCAB strongly recommends a minimum of 9 candidates per group when registering Year 1 of TC-L4*).

Please note that CPCAB reserves the right to refuse to register groups of fewer than 6 learners.

If registrations are below this number when you register your group you will be prompted by the CPCAB portal to provide details on how this group size will be managed to enable all core assessment activities to take place, and all relational and inter-personal aspects of the course to be fully experienced by all candidates involved. You should also note a contingency plan for what would occur if group numbers reduced further.²

Candidate registration fees

Please see the [CPCAB Fees](#) documents for candidate registration fees and any additional fees the centre may incur.

CPCAB minimum and maximum group size requirements

Please note that the **minimum** tutor numbers are **mandatory**:

Levels 2 and 3:

- minimum of one tutor involved in internal assessment
- maximum of 18 candidates with one tutor
- maximum of 24 candidates with two tutors

Levels 4 to 6:

- minimum of two tutors must be involved in internal assessment for higher levels qualifications except LC-L4, CBT-L5 and TCSU-L6 which only require one.
- maximum of 16 candidates

5. Internal Assessment

As the tutor you are responsible for carrying out internal assessment which is then internally moderated and verified at the centre and externally verified by CPCAB.

Candidates collect evidence of their learning in a portfolio and complete the Candidate Learning Record (CLR) found in the [Candidate Guide](#), which is placed at the front of the portfolio to signpost the evidence for each criterion.

² Until this information is received, we will not be able to approve this registration. Please contact contact@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

Candidates must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to the following three types of course work:³

1. **Documents** – Your candidate must include learning reviews, a self-review (see section below on tutor-assessed self-review), 2 written assignments (3,000 – 3,500 words), a client record (minimum of 60 one-to-one hours), a clinical supervision record and a personal counselling record (minimum of 20 hours by the end of the course). Your candidate must also include a review of a 15-minute transcript of client work which can be part of tutor observed counselling practice session. It might also include tutorial records (when written by the candidate) and notes on their personal development.⁴
 2. **Tutor observation** – Your candidate must include records of tutor feedback on (a) their counselling practice sessions and (b) a case presentation. Your candidate might also include tutorial records (when written by the tutor), tutor feedback on group discussions (including contributions to seminars, group-work and group training supervision).
 3. **Testimony** – Your candidate must include records of peer feedback on their counselling practice sessions and at least two supervisor reports. They might also include, for example, peer feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision), and client evaluation/feedback.
- See [CYP-L5 Specification](#) for summary of minimum assessment requirements.
 - See the CPCAB film on [How to build a student portfolio](#).

Tip:

It is a good idea to outline possible sections in the portfolio. For example:

- Documents: learning reviews, self-review
- Tutor observation: tutor feedbacks on counselling practice
- Testimony: peer feedbacks on counselling practice, report from supervisor

Make the portfolio requirements clear and encourage a consistent house style.

CPCAB recommends that candidates attach a [Criteria Assessment Sheet \(CAS\)](#) to any work they hand in for assessment. You can use the CAS sheets to indicate which criteria have been met and to offer formative feedback throughout the course.

³ Please note that if it's appropriate the candidate can reference the same section of their portfolio, or the same piece of work a number of times.

⁴ Your candidate's personal development may result from insights gained from the course, other personal development work, tutorials, or from personal counselling.

Self-review

During the last third of the course candidates should be supported to complete a self-review of their learning. A template for this is available on the [CPCAB website](#). This is assessed by you the tutor to review their overall understanding of the Learning Outcomes to date. You can identify any areas for development on the self-review and outline what they should do to address this. This feedback might ask them to carry out additional learning activities, reflect in a piece of written work, undertake further practice hours, or attend a tutorial.

The self-review provides an opportunity for direct formative feedback on a candidate's progress towards the Learning Outcomes. It can also be used to highlight any areas of concern or potential contraindications prior to the final Internal Assessment result.

Tip:

Meeting criteria is important, but the overall learning experience should not be criteria driven. Achieving this balance is down to your skill as a tutor. You can also encourage candidates to be creative.

It is important to explain to candidates that the work that they include in their portfolios is assessable material and cannot be kept completely confidential. Not only will it be assessed by you the tutor, but it may also be seen by all those involved in the internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

6. Recording Final Results of Internal Assessment

At the end of the course you (the tutor) must look at the evidence referenced in the Candidate Learning Record (CLR) and assess whether the candidate has achieved all the learning outcomes and associated criteria (including referencing all three types of course work) and met all the qualification requirements. This final assessment is recorded on the [Completion Statement](#) at the end of the CLR.

Where a candidate has not met the learning outcomes (either because of insufficient evidence or because you as tutor are aware of contra-indications⁵) this must be recorded on the Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of any concerns likely to affect the final internal assessment decision. These concerns should clearly relate to specific learning outcome(s) and be documented (e.g. in tutorial records, or via the self-review) alongside any agreed actions or support offered.

⁵ Substantive evidence which you have observed as tutor which indicates that a specific assessment criterion or learning outcome has not been met despite the evidence submitted by the candidate.

Tip:

It is important to emphasise to candidates at the beginning of the course that simply presenting evidence to meet assessment criteria may not be sufficient to meet the overall learning outcomes and/or qualification requirements. Candidates will need to participate in the practical and experiential elements of the course, and demonstrate ethical practice, to enable the tutor to confirm their overall competence without any contraindications.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) on-line via the CPCAB [Portal](#). Please note that centres **do not** need to wait until the external verification visit before recording internal assessment results.

The IA must record one of the following final outcomes:

1. **Proficient (P):** the candidate has met all the assessment criteria, achieved all 7 learning outcomes and has met all the qualification requirements including all placement hours.
2. **Not Proficient (NP)⁶:** the candidate has **not** met the assessment criteria and/or has **not** achieved the 7 learning outcomes and/or has **not** met all the qualification requirements. Or contra-indications have been indicated.
3. **Left course:** the candidate left the course before completing internal assessment.
4. **Deceased:** the candidate died before completing the course.
5. **Deferred (D):** the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include incomplete portfolio work, client hours or incomplete work to address contra-indications.

When recording candidate's internal assessment result centres will be required to state the number of completed placement hours in order to submit the result.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. It is expected that candidates will complete their portfolio work within three months beyond the end of the course.

- ⇒ Candidates registered for CYP-L5 have up to **ONE** year after the end of their course to complete the required 60 hours (minimum) of client work. If a candidate is likely to exceed this one-year extension, then the tutor must complete the [Extension Request for Candidates \(CR11\)](#) form for candidates completing client hours (and any associated internal assessment) and send to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension.

All requests must be sent to contact@cpcab.co.uk

⁶ Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

It is important that centres ensure they submit accurate results. Premature claim of certification, before all qualification requirements (including placement hours) are met, is considered centre malpractice.

Alternative arrangements

If any circumstances arise where the approved tutor(s) is unable to sign off the IA for a candidate, the centre must seek formal CPCAB approval for alternative arrangements in order to ensure that these meet CPCAB requirements for valid internal assessment.⁷

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in internal assessment and have successfully completed all the qualification requirements.

- Please use form [Certification Request for Deferred Candidates \(CR5\)](#) to request certificates for deferred candidates once they have successfully completed all the qualification requirements.

7. Internal Moderation, Verification, and Internal Quality Assurance (IQA)

During each teaching year an internal moderator must sample and confirm your assessments for this qualification – but not necessarily for each group you teach. During each teaching year an internal verifier/internal quality assurer must also verify that the centre's programmes are properly in place and operating effectively. Centres should ensure that their IQA processes are sufficient to support tutors to assess at the correct level, across groups, and over time. CPCAB's External Verifiers will review a centres IQA processes as part of ongoing quality assurance. Please contact your programme coordinator to find out what procedures operate at your centre.

- See [CPCAB IQA Policy](#)

⁷ This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

8. External Verification

External Verification is a supportive, collaborative process where a CPCAB representative will visit the centre to understand more about the centre's own processes, gain feedback from tutors, centre staff and candidates and review the centre's system of internal assessment. All centres teaching CYP-L5 are required to have two mandatory annual external verification visits.

External Verifiers (EVs) are responsible for confirming that tutor assessment is at the correct level and feedback to candidates is detailed and constructive. To do this they examine the overall process of assessment by viewing a sample of candidate learning records (CLRs), portfolios and associated tutor assessment of those CLRs/portfolios. They will check that centre IQA is taking place and will also meet with the training team and a registered candidate group.

External Verifiers will offer advice and guidance to the centre while attending the visit. They also complete a feedback report to illustrate areas of good practice and identify actions to address areas for development.

There are no fees for external verification visits as these are included within the candidate registration fee. Should an additional support/visit be deemed necessary there could be an additional fee incurred by the centre. Please see the CPCAB website for:

- [CPCAB Fees](#) for guidance on additional fees.
- [CPCAB Guidance to External Verification Visits](#).

9. Annual Practising Certificate (APC)

When a centre first registers with CPCAB they will receive initial approval to run for one year. In order to meet the requirements of its regulators⁸, to comply with UK law and to protect the interests of learners CPCAB is obliged to obtain a further declaration of compliance from each of its recognised centres **every year**. This declaration is also intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date.

It must be signed by the person responsible for the quality assurance and management of CPCAB qualifications within the centre via the [CPCAB portal](#) at the beginning of each academic year. Once signed the portal will automatically generate your Annual Practising Certificate (APC) for the current academic year. This declaration will be requested before the first registration is made and may delay further registrations if not completed.

An APC can be withheld:

⁸ Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

- Until the annual declaration of compliance has been signed.
- Following an external verification visit to the centre if any serious concerns are identified. The APC will be withheld until these concerns have been rectified. CPCAB will offer appropriate support.

CPCAB reserves the right to refuse to register any further candidates or to delay candidate certification for qualifications where serious concerns have been identified. Failure to respond to the support offered – and/or address areas identified as needing development – may lead to deregistration. De-registration may also result if a centre is involved in malpractice.

- Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the [CPCAB Website](#).

10. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all registered centres to have an appropriate candidate support system in place and to make appropriate arrangements to meet individual assessment needs. As a centre you are required to identify individual candidate assessment needs prior to enrolment in order to make arrangements for reasonable adjustments. Reasonable Adjustments in respect of Internal Assessment are provided by the centre.

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

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

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

11. Appeals and Complaints

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

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

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

12. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes candidates need to meet the following additional course requirements.

Client work

Candidates 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. Centres should ensure that candidates only undertake work in a format in which they are prepared, competent and appropriately supported. Candidates should maintain records of the type of session in their client log.

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

Group training supervision

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

Clinical Supervision

In addition, candidates are required to have appropriate clinical supervision of their counselling work with children and young people. The clinical supervision for the client work should be with a supervisor who is able to support them in their practice. The supervisor should not hold any other role such as a line manager. The supervisor is required to complete 2 reports on the candidate's work.

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

Personal therapy for candidates

Candidates need to have completed a minimum of 20 hours of personal counselling. This can include hours undertaken prior to the start of the course, but at least 10 hours must be during the course. Beyond this candidates should be encouraged to take responsibility for ensuring that they undertake sufficient therapy to meet their individual personal and professional needs as well as any professional body requirements. They need to keep a record of their personal therapy.

Personal tutorials

To aid the retention and achievement of candidates, CPCAB strongly recommends that regular, individual personal tutorials are built into the programme GLH. Tutors should take the opportunity of tutorials to raise and document any concerns likely to affect the assessment of the candidate.

We recommend that clear tutorial discussion and outcome pro-forma are kept (in line with normal centre practice) and agreed between tutor and candidate. These will be of use to the candidate as evidence for certain qualification criteria (learning outcomes 5, 7 and possibly others).

13. Tutor Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of each course delivery. Please click on this link to access the survey - [Tutor feedback](#).

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

CYP-L5		
LEARNING OUTCOME:	1. Work safely, legally and ethically with children and young people (CYP)	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
1.1 Work within recognised legal, professional and ethical frameworks when counselling CYP	• 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 ie 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 ie workload, room hire, use of technology, time management, booking appointments, session notes, fees.	❖ Study in detail the ethical frameworks of the BACP, NCPS, ACC or similar. ❖ Facilitate discussion under headings of legal, professional, ethical and personal – and explore how these overlap. ❖ Ensure candidates know relevant national and local legislation and professional responsibilities in relation to work with CYP – e.g. health and safety, data protection, equal opportunities /antidiscrimination, the rights of the child etc. ❖ Present and critically appraise a range of ethical dilemmas which challenge the CYP counsellor. ❖ Challenge candidates to justify ethical decisions to their group of peers.
1.2 Respond to and manage issues of confidentiality and data protection	• 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, ie not including any identifying or superfluous information eg 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.	❖ Encourage candidates to discuss the limitations of confidentiality when working with CYP, ensuring they are clear about their legal and ethical responsibilities. ❖ Explore how confidentiality can be conveyed to CYP appropriate to their age and developmental stage. ❖ Facilitate discussion around the meanings of privacy, informed consent (include Gillick competence, Frazer guidelines), capacity and the rights of the child. ❖ Explore procedures for informed consent, Gillick competence, Frazer guidelines, capacity and the rights of the child. ❖ Discuss data protection law (UK GDPR (General Data Protection Regulation) and Data Protection Act 2018) in relation to client data when working online or storing client information electronically. ❖ Discuss the implications of data protection and information sharing when working with CYP of different ages/stages.

1.3 Conduct initial, emerging and ongoing risk assessments and respond to safeguarding and child protection issues	• 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.	❖ Identify the nature of a range of 'risks' – physical, verbal, emotional, sexual, neglect - and the responsibility of risk assessment in CYP work. ❖ Discuss the content of NICE Guideline NG225 on 'Self-harm: assessment, management and preventing recurrence' and its relevance to a counselling role. ❖ Discuss the meanings of child protection and safeguarding and how they relate to counselling work with CYP. ❖ Explore different ways of carrying out coherent risk assessments at the beginning of and during the counselling work with CYP. ❖ Invite discussion on what is meant by the term protective intervention. ❖ Ensure candidates are aware of their role in implementing appropriate protective interventions where and when needed. ❖ Compare risk assessments in different organisations and settings. ❖ Discuss when information can be shared and who with. ❖ Invite candidates to risk assess their counselling room(s) considering safety issues in relation to each CYP client.
1.4 Work within limits of competence and use referral and signposting processes appropriately	• 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.	❖ Discuss and define personal and professional limits of competence and ability when working with CYP. ❖ Compare and contrast differences in limits of competence between CYP and adult work. ❖ Clarify the differences between signposting and referral, ensuring candidates know how and when to use each of these safely and appropriately. ❖ Invite candidates to familiarise themselves and share with the group appropriate local and national resources for referral and signposting. ❖ Use a range of role play scenarios to explore how and when to signpost. ❖ Use a range of role play scenarios to explore how and when to refer on.
1.5 Engage with inter agency work, including schools	• 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.	❖ Promote discussion to identify the range of other agencies that could be involved with the CYP. ❖ Explore how and when to engage with other agencies. ❖ Identify when it is appropriate to share information and exactly what information that might be. ❖ Explore the benefits and constraints of sharing information across agencies and how this might impact on the CYP. ❖ Understand the challenges of managing risks and ethical tensions within and between different organisations. ❖ Emphasise the importance of understanding organisational structure, policies and procedures when engaging with inter-agency work.

LEARNING OUTCOME:	2. Facilitate a therapeutic relationship with CYP	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
2.1 Establish and maintain an age appropriate therapeutic relationship	• 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.	❖ Enable discussion on how establishing the therapeutic relationship might be different for various CYP ages and from adults. ❖ Facilitate discussion on whether establishing a therapeutic relationship is the same for CYP and adults, and if not what candidates would do differently. ❖ Invite candidates to consider why the therapeutic relationship is such an integral part of the counselling work with CYP. ❖ Discuss concepts that highlight the nature of the therapeutic relationship – e.g. attunement, connectedness, intimacy, dependency, transference (with reference to your theoretical approach).
2.2 Establish and sustain professional and personal boundaries with consideration to the age and developmental stage of the client	• 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: ➢ 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.	❖ Discuss how the different elements of boundary setting can be explained to CYP considering their age and stage of development. ❖ Use role play and real-life scenarios to practice establishing boundaries with CYP clients of different ages and stages of development. ❖ Reflect on a range of ethical challenges that might impact on professional and personal boundaries eg: disclosure of trauma (but asking you not to tell anyone), contact outside session, maintaining time boundaries, physical touch, gifts. ❖ Compare and contrast specific requirements and constraints of boundaries in candidates' different settings. ❖ Explore how sustaining the boundaries might be tested by the CYP client, giving examples.
2.3 Use the therapeutic relationship to inform and enhance the counselling work, enabling CYP to access and express emotions	• 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.	❖ Introduce experiential exercises to enable candidates to practice using the therapeutic relationship to enhance the counselling work with CYP. ❖ Encourage candidates to explore how CYP at different ages and developmental stages access and express their emotions. ❖ Invite candidates to think about what their CYP clients need from the therapeutic relationship in order to access and express their emotions. ❖ Facilitate discussion to explore how candidates can intentionally use the therapeutic relationship to enable CYP to access and express emotions. ❖ Enable candidates to understand how to support CYP to express their emotions in order to develop new understandings and ways of coping.

2.4 Work with conflicts, challenges and difficulties that arise in the therapeutic relationship	• 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.	❖ ‘Blue sky’ the scope of conflicts, challenges and difficulties that can impact negatively on the therapeutic relationship. ❖ Explore how difficulties arise as a result of both counsellor and client factors. ❖ Invite candidates to consider how CYP clients and counsellors might test or challenge the therapeutic relationship and use role play scenarios to explore ways of restoring the therapeutic frame. ❖ Encourage candidates to differentiate between the implicit (unspoken, implied) and explicit (clearly evident) influences on the therapeutic relationship. ❖ Reflect on the benefits of working with (as opposed to against) the influences on the therapeutic relationship.
2.5 Evaluate the appropriateness of working in partnership with family members, carers and the client	• Identify who (if anyone) in the CYP’s family/carers 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.	❖ Promote understanding of how to work in partnership with family members/carers in the CYP’s system, whilst respecting the autonomy and privacy of the CYP. ❖ Reflect on how involving family members and carers impacts on the CYP’s confidentiality and privacy, and what implications this might have for the counselling work. ❖ Make a list of possible scenarios where it would be a) beneficial to the CYP to work in partnership with family members/carers and b) where it would be detrimental to the CYP to work in partnership with family members/carers. ❖ Use case scenarios or real-life examples to discuss the significance and implications of developing positive alliances with family members/carers.
LEARNING OUTCOME:	3. Understand and work with diversity in relation to CYP	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
3.1 Apply theory and research on diversity issues to counselling work with CYP	• 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.	❖ Invite candidates to define the terms equality, diversity and inclusion and what these mean in relation to counselling work with CYP. ❖ Promote exploration of research findings in relation to CYP – social, cultural and biological influences. ❖ Consider the use of resources such as Race is complicated: A toolkit for psychological therapies training when preparing candidates to explore diversity issues ❖ Present research on client factors and consider how these might apply to CYP counselling work. ❖ Refer to theory and research to ensure candidates facilitate a counselling environment that promotes equality and is inclusive and appreciative of the rich diversity of CYP. ❖ Research and compile a timeline of how responses to difference and diversity have changed over time e.g. in relation to race, gender, culture, disability, sexuality etc.

3.2 Identify and respond to factors that impact on the mental health and wellbeing of CYP	• 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).	❖ Use training group discussion to elicit a range of factors that impact on the CYP's mental health and wellbeing. ❖ Facilitate an understanding of how mental health difficulties can emerge and present in the CYP. ❖ Encourage reflection on how the CYP's environment interacts with their mental health and wellbeing. ❖ Discuss the risks of pathologising, stigmatising and apportioning blame in response to CYP mental illness.
3.3 Use empathy to communicate understanding and acceptance appropriate to the age of the client	• 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.	❖ Invite candidates to consider how the communication of empathic understanding and acceptance differs between age groups (including adults). ❖ Use frameworks such as the Churchill Framework to encourage candidates to explore how areas of diversity such as faith might impact on the counselling work. ❖ Facilitate practice sessions that support candidates to use different methods of communication to ensure the CYP feels listened to, understood and accepted. ❖ Urge candidates to guard against being patronising and condescending to CYP when attempting to communicate empathic understanding. ❖ Use practice sessions to observe how candidates communicate their empathic understanding appropriate to the age of the CYP. ❖ Use goldfish bowl activities to identify empathic resonance or dissonance.
3.4 Facilitate a time and setting appropriate to the age and stage of development of the CYP	• 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 ie size of furniture, creative materials, 'messy' play. • Critically evaluate a range of settings ie 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.	❖ Design a plan for your 'ideal' counselling room suitable for different ages and stages of development. ❖ Invite candidates to reflect on seating arrangements e.g. height of chairs, floor, spacing. ❖ As a group discuss the range of settings in which peers work and reflect on advantages and disadvantages of each. ❖ Reflect on the meanings of health and safety in relation to counselling settings and environments for CYP.

3.5 Reflect on barriers to CYP engaging with counselling and actively promote easier access	• 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.	❖ Identify and discuss barriers to CYP engaging in counselling e.g. physical access, social and cultural constraints, health and behaviour. ❖ Consider the meaning of inclusion and how it might feel to be left out or excluded. ❖ Facilitate exploration of implicit issues as well as explicit ones, relating to diversity, which could prevent CYP engaging with counselling. ❖ Investigate the local and national provision of CYP social care and mental health services and their impact on access to counselling. ❖ Explore differences in accessing statutory and voluntary services for CYP and the implications for counselling work. ❖ Invite candidates to widen participation in order to provide an inclusive counselling service for CYP. ❖ Encourage exploration of organisations such as The Black, African and Asian Therapy Network to understand the vision of organisations developed to address inequality in therapeutic access.
LEARNING OUTCOME:	4. Work collaboratively, creatively and flexibly to engage CYP in counselling work	
Assessment criteria	Candidate guidance to Criteria	Notes for tutors (guidance only)
4.1 Conduct an age appropriate assessment tailored for each client to establish a focus for the work together	• 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. Core YP.	❖ Discuss the role and purpose of assessment and the need for a coherent age and developmental stage approach. ❖ Introduce and discuss a range of assessment procedures consistent with candidate's own approach. ❖ Support candidates to develop an assessment template incorporating, for example: • Age, gender, family history and circumstances, current difficulties and challenges, goals, strengths and resources, motivation, levels of functioning, social and cultural contexts, information from relevant others ❖ Highlight the importance of identifying CYP needs during the assessment process. ❖ Discuss why it is important to collaborate with the CYP to establish a focus for the work.

4.2 Negotiate a contract for the work with the client's involvement and consent	• 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.	❖ Facilitate a discussion on why it's important to agree the contract with the CYP. ❖ Discuss the word 'negotiate', 'involvement' and 'consent' to highlight the importance of involving the CYP in the contracting process. ❖ Design skills exercises to practise negotiating a shared therapeutic agreement. ❖ Encourage candidates to consider how to use initial and ongoing assessment to inform the contract and shared therapeutic agreement. ❖ Explore different communication methods and creative skills that could engage and involve the CYP in the contracting stage e.g. drawing and writing, non-verbal communication, sign language, gestures and facial expression etc.
4.3 Evaluate the different ways of offering counselling to CYP, e.g. face-to-face, online, telephone and blended work	• 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.	❖ Refer to ethical frameworks to evaluate different media (e.g. telephone, online, face to face, blended) in relation to safety, ethics and risk when working with CYP. ❖ Discuss the challenges of working remotely with CYP e.g. risk, privacy, identity, environment and explore ways of mitigating challenges. ❖ Invite candidates to experience different media in role play scenarios with their peers. ❖ Use case study examples of face to face and remote counselling scenarios to invite discussion on how each meets CYP needs.
4.4 Offer a range of communication methods appropriate to the client's age and developmental stage	• 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.	❖ Invite discussions on the meaning of "communication". ❖ "Blue sky" different methods of communication. ❖ Invite candidate to think about the impact of the counsellor's communication on the CYP. ❖ Facilitate pair and group work where candidates need to communicate with each other without using: ➤ The spoken word ➤ Sight ➤ Hearing ➤ Facial expression or hand gestures ❖ Introduce candidates to a range of CYP scenarios that include different ages, backgrounds, developmental stages etc. and invite candidates to match language, communication styles and methods to each one. ❖ Invite candidates to engage with role play activities involving a range of communication tools and methods.

4.5 Reflect on, evaluate and review the counselling work in collaboration with the client's changing needs	• 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.	❖ Discuss the role and purpose of review in counselling work with CYP. ❖ Invite candidates to think about the different ways of reviewing work with CYP. ❖ Use role play to explore the review process with different CYP clients – e.g. different ages, abilities, backgrounds, developmental stage, engagement with the work. ❖ Invite candidates to reflect on how the review process might differ during different stages of the counselling work. ❖ Explore how timely reviews can enhance the counselling work with CYP.
4.6 Work sensitively with CYP to negotiate and plan for endings and transitions	• 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.	❖ Explore with candidates reasons the work might come to an end e.g.: ➢ Planned ending ➢ Unplanned and sudden endings ➢ When the CYP has no choice ➢ CYP's choice ➢ Work has come to fruition ➢ Transition to another service ➢ Changes in circumstances ➢ Leaves school or organisation ➢ Lack of finances ➢ Moving away from area ❖ Invite candidates to think about how they might respond to each type of ending. ❖ Explore different ways of ending the work safely and sensitively and how best to support the CYP through the ending process. ❖ Discuss the wide-ranging emotions experienced by clients and counsellors when ending the counselling relationship. ❖ Facilitate discussion of how to respond if the ending has an impact on risk or ongoing safeguarding. ❖ In small groups encourage candidates to share their personal experiences of endings and transitions.
LEARNING OUTCOME:	5. Work with self-awareness as a CYP counsellor	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
5.1 Reflect on own childhood experiences and how they might enhance or limit own work with CYP	• 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.	❖ Acknowledge that within the training group there will almost certainly be painful, traumatic and untold childhood experiences. ❖ Facilitate a safe space for candidates to share issues from childhood appropriately, remembering that this is a training group and not a therapeutic group. ❖ Support candidates to access personal therapy and/or other support where needed. ❖ Use the opportunities in the training group to highlight areas of difficulty which offer opportunities for candidates to explore their understanding of their own childhood and patterns of relating. ❖ Facilitate discussions on how candidates' own childhoods could impact on their counselling work with CYP. ❖ Discuss how supervision can help candidates identify and manage the impact their own personal history and patterns of relating could have on their counselling work with CYP.

5.2 Apply child development theories to self and demonstrate how this awareness informs therapeutic work with CYP	• 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.	❖ Identify and explore child development theories. ❖ Invite candidates to map their personal history to developmental stages. ❖ Facilitate discussions around the potential impact of identifying with a CYP's experiences. ❖ Discuss how own developmental history can impact on the therapeutic relationship and the therapeutic process and be able to mitigate against any harm.
5.3 Use awareness of self to work with the impact of power and authority in the counselling relationship with CYP	• 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.	❖ Invite discussion on how the power differential between adults and CYP can be misused and potentially what harm this misuse of power could cause to CYP. ❖ Affirm that the same power differential can be present between counsellors and CYP and harm can also be caused when that power is misused. ❖ Invite discussion on the nature of that harm, using an ethical framework for guidance. ❖ Invite candidates to reflect on how the misuse of power might impact on the therapeutic relationship. ❖ In the training group reflect on the presence of power and authority within the group. ❖ Use case study examples or vignettes to help candidates recognise the presence of power and/or authority in the counselling work with CYP.
5.4 Practice self-care to promote personal resilience in response to the impact on self when working with CYP	• Take a personal inventory, including: ➢ 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.	❖ Invite learners to reflect on the nature of self-care and resilience and what that means in relation to their counselling work with CYP. ❖ "Blue sky" possible ways to care for self and invite candidates to assess how they fare in each area. Discuss findings in small groups. ❖ In pairs, invite candidates to offer each other a self-care goal or aspiration. Discuss outcomes in main group. ❖ Facilitate a discussion on how working with CYP can impact on candidate's mental health or wellbeing e.g. CYP clients presenting with trauma and abuse, triggers to candidates own experiences. ❖ Explore the risks to counsellor and CYP of neglecting self-care. Use an ethical framework to identify areas that could be impacted by lack of counsellor self-care.

LEARNING OUTCOME:	6. Use theory, research and skills to work effectively with CYP	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
6.1 Evaluate the benefits and limitations of own core theory, adapting it to work effectively with CYP	• 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.	❖ Facilitate training group discussion identifying the benefits and limitations of a range of theoretical approaches, reflecting on how they might be adapted for CYP work. ❖ Inform candidates that counselling work with CYP sometimes needs to be counsellor led. Invite candidates to reflect on how this statement aligns with their core theory. ❖ Invite discussion on how relevant techniques, models and interventions can be integrated with candidate's core theory when working with CYP. ❖ Emphasise the need for candidates to be able to provide their rationale for the underpinning philosophy and principles that inform their counselling approach when working with CYP.
6.2 Apply knowledge of child development and attachment theories to meet the specific needs of CYP	• Draw on knowledge of CYP theories of development in relation to ➢ 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 directly informs your understanding of the CYP's difficulties and challenges in relation to the counselling process.	❖ Introduce candidates to theories of child development, and developmental stages in order to gain a holistic understanding of the CYP. ❖ Invite discussion on how developmental transitions can impact on counselling work with CYP e.g. puberty. ❖ Outline attachment theories and different attachment styles and invite candidates to reflect on how this knowledge can enhance their work with CYP. ❖ Map out different ways of understanding the CYP in relation to self, personal history and patterns of relating within different developmental and attachment theories. ❖ Ensure candidates are able to use knowledge of development and attachment theories to meet the specific needs of the CYP in the counselling process.
6.3 Work experientially with play and creativity to enhance the therapeutic process	• 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.	❖ Introduce candidates to the roles and functions of play for CYP. ❖ Discuss how play changes over time and through developmental stages. ❖ Reflect on how and why play is helpful to the therapeutic process with CYP. ❖ "Blue sky" types of play and creative activities appropriate for working with CYP. ❖ Facilitate experiential workshops where candidates can engage with different types of play and creativity appropriate for counselling work with CYP.

6.4 Promote and encourage resilience in CYP	• 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.	❖ Offer a definition for resilience i.e. the ability to cope with difficult and stressful situations, including adverse interpersonal experiences. ❖ Explore the meaning of resilience and factors that promote resilience, for example: ➢ Secure attachments ➢ Good self-esteem ➢ Wide range of social supports ➢ Physical wellbeing ❖ Invite discussion in the training group around how a CYP's lack of resilience could impact on their ability to cope and flourish. ❖ Use group training supervision to reflect on how candidates recognise and respond to CYP resilience during the counselling work.
6.5 Consider the role of psychopathology, pharmacology and neuroscience when working with CYP	• 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.	❖ In relation to counselling work with CYP define and explore the meanings of ➢ Psychopathology ➢ Pharmacology ➢ Neuroscience ❖ Discuss why it is important to have an understanding of these terms when working with CYP. ❖ Explore why psychotropic medication might be prescribed to a CYP. Identify the more commonly known medications and their effects. Provide resources that offer further information. ❖ Facilitate a group debate on the benefits and constraints of pharmacological interventions for CYP. ❖ Introduce candidates to a range of neuro-developmental conditions and how these present and develop in CYP. ❖ Discuss diagnostic criteria for CYP mental health conditions e.g. Diagnostic and Statistical Manual (DSM), International Classification of Diseases (ICO).
6.6 Use research findings on counselling CYP to inform the work	• 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.	❖ Discuss current research based standards – e.g. CAMHS competences, CYP competence frameworks, NICE guidelines, CYP-IAPT – which could influence counselling work with CYP. ❖ Discuss importance of keeping up-to-date with new developments/trends in CYP counselling. ❖ Invite candidates to challenge themselves by critically reviewing relevant CYP research in relation to own practice.

LEARNING OUTCOME:	7. Monitor and maintain professional practice and effectiveness as a CYP counsellor	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
7.1 Prepare for and engage with clinical supervision appropriate for counselling work with CYP	- 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.	- Facilitate discussion on what candidates need from clinical supervision for CYP. - In the training group compare and contrast different ways of planning and preparing most effectively for supervision. - Discuss what is appropriate to take to supervision whilst maintaining CYP confidentiality. - Discuss how to use supervision to meet individual counsellors' developing needs. - Share examples in the training group of how supervision has helped to enhance CYP client work. - Compare requirements for individual and/or group supervision from different ethical frameworks.
7.2 Demonstrate awareness of the "internal supervisor" and the place of reflexivity, to enhance counselling practice with CYP	- 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.	- Gather definitions of 'internal supervisor' and 'helicopter' skills. - Discuss how these skills can be used to enhance CYP client work. - Discuss the meaning of reflexivity and how supervision can support and enhance its role in counselling practice. - Identify the benefits of reflexive practice.
7.3 Use a clinical audit tool appropriate for counselling work with CYP to critically evaluate own practice	- 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.	- Inform learners of a range of 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). - Discuss the nature and use of tools for evaluating counselling outcomes for CYP. - Discuss the benefits and constraints of different clinical audit tools. - Invite candidates to critically evaluate how the outcomes from clinical audit tools can be used to develop and enhance their CYP counselling practice.
7.4 Identify strengths and weaknesses when working with CYP and plan own Continuing Professional Development programme	- 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.	- Invite peer to peer feedback to inform and improve counselling work with CYP. - Discuss role of CPD as part of promoting and maintaining professional standards. - Encourage candidates to identify their strengths and weaknesses in order to plan appropriate CPD activities. - Invite candidates to share CPD opportunities with the training group. - Link with professional/regulatory/accreditation requirements.

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: