



## Tutor Guidance to Project Report & Presentation

### Level 3 Certificate in Applied Counselling Studies (CAST-L3)

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This project requires candidates to identify a range of organisations that would be classed as allied professions/helping professions. To show their understanding of the learning outcomes for **Unit 2: Application of counselling skills in a range of occupational settings** candidates should research and make contact with one allied organisation where counselling skills are being used to enhance roles, which are not classed as counselling roles. This should lead to a presentation and a written report on the following 7 areas:

- ✓ Ethical and professional frameworks
- ✓ The nature of the helping relationships
- ✓ Working with diversity and using empathy
- ✓ How relationships and alliances are formed
- ✓ Staff self-awareness
- ✓ Helping frameworks
- ✓ Feedback and support

Tutors should issue candidates the corresponding [Candidate Guidance to Project Report and Presentation](#), which breaks these 7 areas down into more detail and gives advice on conducting their research.

#### The Research

Candidates should choose one or a combination of the research and engagement activities shown below.

- ✓ Internet searches to explore a variety of organisations, roles and policies
- ✓ Online contact with an organisation, e.g., email, video calls, online chat
- ✓ Phone contact with an organisation, e.g., interviewing someone in a helping role
- ✓ In-person visit to an organisation
- ✓ Shadowing someone in a helping role in an organisation
- ✓ Volunteering in a helping role in an organisation

National organisations offer opportunities for online or remote research activities, e.g., video calls with staff. However local organisations or branches may offer the richer opportunity to visit or volunteer in-person.

The tutor role in the research project is to facilitate candidates making the most of the opportunity to engage with organisations who will deepen their understanding of a real-life allied profession working context. Part of the learning experience of this project is the candidates own process of reaching out, discovering an organisation that is of interest to them, and communicating professionally with them to gain the information required for the report. As a tutor you can help candidates overcome barriers to communication with organisations in a variety of ways. This might be by assisting them in drafting emails, role playing phone calls, liaising with organisations to help explain the purpose of the project, assisting them in conducting internet

searches, helping them draft questions they want to ask. Over time tutors might develop established relationships with organisations and can use these connections to assist the research process.

### **The Presentation**

When candidates have completed their research, and possibly begun to write their report, you should coordinate a session, or sessions, where candidates can present what they have learned to their peers and tutor(s). You can allow them to be creative with their presentations and have fun in the way they present, as long as you feel they can communicate clearly and share their experiences. Their presentation notes/slides/etc can be used to evidence a range of Unit 2 assessment criteria.

### **The Feedback**

While they are presenting, both you and their peers should make notes to provide them with feedback. This feedback can refer to how well they communicated, the style and content of their presentation, and how much the peer or tutor has learned from the experience. It may be beneficial to create an opportunity for 'professional discussion' after the presentations where this feedback is shared and discussed. You can use the [Tutor or Peer Observation of Project Presentation](#) template or design your own. Written peer and tutor feedback can be used to evidence a range of Unit 2 assessment criteria.

### **The Reflection**

To encourage depth of reflection we have provided a template for candidates to consider what they have learnt from the research and presentation process. In this they can consider their own personal and professional goals and whether these have changed or been re-focused because of the project work. You can use the [CAST-L3 Project Self Review](#) template or design your own.

### **The Report**

Following the presentation, candidates should complete their written report. A report is different to an essay in that it provides information in clear separate sections, often with headings. It should inform and explain the outcomes of the research to the reader, it may even contain diagrams or graphs, and is typically accompanied by appendices, e.g., examples of organisational policies. The report should cover the 7 areas of the project outline and candidates can use their report to evidence a range of Unit 2 assessment criteria. We have provided a [template for candidates](#) which they can use to guide them in composing their report. CPCAB have not set a word count for the report, however tutors can set an appropriate word count if they choose to do so.