

EX2 EXAMINER SERIES SUMMARY REPORT – 500/9253/4

QUALIFICATION TITLE	Diploma in Therapeutic Counselling – L4
QAN	500/9253/4
UNIT NUMBER (URN)	F/601/7636
SERIES DATE	Series 44 September 1 st , 2022 to November 30 th 2022

The report below summarises the findings of the examiner team following the recent examination/assessment series. Tutors are required to take note of the recommendations made by the Lead Examiner to ensure that candidates are supported in achieving the best possible outcome in future assessments.

***Note: This report details the examiner findings for both qualifications, namely 500/9253/4 and 603/5029/5.**

LEARNING OUTCOME	COMMENTS
<p>1. Be able to demonstrate an understanding of one of their placement agencies.</p>	<p>1.1 Explain the following for their placement agency: main purpose, organisational structure, ways of working and policies and procedures.</p> <p>The ways of working can lack detail in regard to the counselling service. The ways of working should include several areas, i.e., client referrals, allocation of clients, assessment of clients, number of sessions offered, referrals into the counselling service and referrals to outside agencies, multidisciplinary workings, support and mentoring, record keeping, contracting and accommodation where the counselling takes place.</p> <p>The organisational structure must be explained and the roles and responsibilities outlined. To include the management of the counselling service.</p> <p>Some learners are choosing policies and procedures that are not linked to the counselling service. At least two policies and procedures need to be explained. Each policy needs to be explained and then the procedure explained how the policy is implemented in</p>

	<p>the placement. Some learners only refer to one policy and procedures.</p> <p>The policy covered in 1.2 needs to be a different policy than that chosen for 1.1.</p> <p>The placements policies and procedures do not need to be attached.</p> <p>1.2 Explain the relevance and application of one piece of statutory legislation to one of their placement agencies.</p> <p>A different policy and procedure from 1.1 needs to be chosen. The legislation needs to be clearly defined.</p> <p>Although the relevance may be obvious, the learner needs to state why the legislation is relevant to the counselling service.</p> <p>The legislation needs to be linked to the counselling service.</p> <p>If GDPR is chosen then the learner needs to explain how it is applied within the placement and the counselling service. All placements will have a GDPR policy and procedure and this needs to be explained and the learner needs to say how it is applied. I.e., use of contracts, confidentiality, counselling records, client's access to records, IT security, record security, ICO, breaches.</p> <p>If the Equality Act is chosen then the learner needs to ensure that they say how they applied all aspects and each characteristic within the placement and the counselling service. This could include what they offered re equality and diversity within the counselling relationship and how breaches would be processed.</p> <p>Health and Safety legislation to include all aspects and how it is applied to the counselling service. For example, the fire procedures, accident reporting, access issues, risk assessments etc.</p>
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	<p>1.3 Evaluate your own placement experience.</p> <p>This is generally covered well.</p> <p>Learners need to ensure they evaluate all aspects of their placement i.e., environment, administration, mentoring, support, multidisciplinary workings, client work management, policies, and procedures.</p> <p>It can be useful if the learner evaluates the key areas referred to in 1.1 i.e., the organisational structure, the ways of working, policies, and procedures.</p> <p>There is no need to give details of applying for the placement and the training they undertook. Some learners describe their journey through the placement but do not evaluate the key areas.</p>
<p>2. Understand the importance or working agreements.</p>	<p>2.1 Enter into a working agreement with the following:</p> <ul style="list-style-type: none"> • Placement agency/agencies • Supervisor. <p>Generally, most learners pass this and are using the correct mandatory Skills and Education Group templates.</p> <p>All working agreements need to be the correct Skills and Education Group Awards template for the qualification.</p> <p>4-way contracts are not to be included.</p> <p>All aspects of the working agreements need to be completed.</p> <p>All contracts must be completed, signed, and dated prior to the placement and supervision starts.</p> <p>Placement managers should not be offering supervision to the learner.</p> <p>All working agreements require both signatures on each agreement and it has to be dated.</p>

	<p>Printed signatures dated after 18th July 2022 will not be accepted.</p> <p>2.2 Evaluate the importance of these working agreements.</p> <p>This is generally covered well.</p> <p>Referrals tend to be due to the learner not evaluating the importance of the working agreements.</p> <p>The learner needs to evaluate the importance of ONE placement agreement and ONE supervisor's agreement.</p>
<p>3. Maintain records of placement practice.</p>	<p>3.1 Maintain verified records of their own placement practice over a minimum 100 hours.</p> <p><u>Client logs:</u></p> <ul style="list-style-type: none"> • Client logs must be displayed in date order • Client logs must show full dates, i.e., 14.06.2021 and not 14.6.21 • Client logs must be completed in ink and not pencil • Client logs must not include dittos • Client logs must not contain any crossing out • Client logs must be displayed as a running total of client hours • Client logs must contain a brief outline of the theme(s) of each session • Client logs must not contain hours for under 13-year-olds. This age group is not permitted as per the qualification guide • Client logs can only include a maximum of 50 hours with under 18-year-olds as per the qualification guide • Client logs must not contain initial assessments • Client work conducted remotely must be recorded on the client logs denoted by the letter 'R' or the word 'Remote.' The logs must then be supported with the Additional COVID Support Evidence form • Client logs must be periodically checked by tutors/delivery teams. Do not leave it until the required hours have been accrued as anomalies often cannot be rectified.

	<p>SKILLS AND EDUCATION GROUP AWARDS WOULD LIKE TO CONFIRM THAT WITH EFFECT FROM 18th JULY 2022 IT WILL BE A REQUIREMENT THAT ALL MANDATORY SUPPORTING DOCUMENTATION SIGNED ON OR AFTER THIS DATE MUST CONTAIN EITHER A WET/INKED SIGNATURE OR AN ELECTRONIC SIGNATURE. THEREFORE, IT WILL NOT BE ACCEPTABLE TO INSERT A TYPED SIGNATURE/NAME ONTO ANY OF THE MANDATORY SUPPORTING DOCUMENTATION. ALTHOUGH WE WOULD MUCH PREFER A WET/INKED SIGNATURE WHEREVER POSSIBLE, WE APPRECIATE THAT THIS MAY NOT BE FEASIBLE IN SOME CASES. THIS COMMUNICATION WAS DESSEMINATED TO ALL APPROVED CENTRES 5th JULY 2022 AND IS ALSO AVAILABLE ON OUR WEBSITE HERE AND HERE</p> <p>There is an improvement on the completion of the client logs and the correct mandatory Skills and Education Group Awards templates are being used.</p> <p>Signatures from the placement and supervisor need to be on the record log as per the guidance.</p> <p>All placement hours need to be in date order and not on separate logs for each placement.</p> <p>Additional COVID support form needs to be completed and attached stating the training and support offered from the centre, placement, and supervisor. Some Covid forms only identify training and need to show other support from supervisor, placement, and college. Signatures and dates are required.</p> <p>On AchieveLive the log records need to be downloaded as ONE attachment. Please do not upload copious amounts of individual documents.</p> <p>Under 18 years can be seen if the learner is qualified and experienced to work with children. Half hour sessions can be counted as one hour session for 50 hours claimed. Please refer to previously issued guidance.</p> <p>Remote hours after 01.07.2022 with 13 to 17 years</p>
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	<p>olds will not be permitted.</p> <p>The theme of session needs to be a brief outline of issues. Initial assessment can be counted as one hour therapy session.</p> <p>3.2 Maintain verified records of their own supervision throughout their placement.</p> <p><u>Supervision logs:</u></p> <ul style="list-style-type: none"> • Supervision must be displayed in date order • Supervision must be recorded on the SEG Awards combined template and not a centre devised document • Supervision must show full dates, i.e., 14.06.2021 and not 14.6.21 • Supervision must be recorded on a separate line from client hours on the logs • Supervision must state whether individual or group supervision has taken place • Supervision must clearly state how many supervision hours are being claimed • Supervision conducted within a group must clearly state how many were in the group and for how long and how many hours are being claimed • Supervision hours must be signed off by both the tutor and supervisor • Supervision of all required 100 client hours must be supervised • Supervision conducted remotely must be recorded on the client logs denoted by the letter 'R' or the word 'Remote.' <p>If learners are having any difficulty in saving their combined client/supervision logs into the correct response boxes on AchieveLive then learners can save the file as a PDF and use Adobe's PDF Compressor feature. This provides excellent compression and document quality which allows the file to be uploaded without issue.</p> <p>SKILLS AND EDUCATION GROUP AWARDS WOULD LIKE TO CONFIRM THAT WITH EFFECT FROM 18th JULY 2022 IT WILL BE A REQUIREMENT THAT ALL MANDATORY SUPPORTING DOCUMENTATION SIGNED</p>
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	<p>ON OR AFTER THIS DATE MUST CONTAIN EITHER A WET/INKED SIGNATURE OR AN ELECTRONIC SIGNATURE. THEREFORE, IT WILL NOT BE ACCEPTABLE TO INSERT A TYPED SIGNATURE/NAME ONTO ANY OF THE MANDATORY SUPPORTING DOCUMENTATION. ALTHOUGH WE WOULD MUCH PREFER A WET/INKED SIGNATURE WHEREVER POSSIBLE, WE APPRECIATE THAT THIS MAY NOT BE FEASIBLE IN SOME CASES. THIS COMMUNICATION WAS DESSEMINATED TO ALL APPROVED CENTRES 5th JULY 2022 AND IS ALSO AVAILABLE ON OUR WEBSITE HERE AND HERE</p> <p>This supervision log has been improved overall.</p> <p>Learners need to ensure the supervision is recorded on a separate line from the client log but still in date chronological order.</p> <p>Issues can arise when insufficient supervision has taken place – tutors need to sign that they agree sufficient supervision has taken place.</p> <p>If insufficient supervision takes place then additional client hours will need to be completed and a written statement made why supervision was missed or delayed at the foot of the logs. The tutors should be able to guide how many extra client hours that are supervised will be required.</p> <p>To ensure that the last supervision takes place after the 100th client log.</p> <p>Group supervision with a qualified supervisor needs to state how many were in the group, how long the supervision session was and how many minutes are being claimed for that session.</p>
<p>4. Relate theory of theoretical approaches they have been trained in to practice with one client.</p>	<p>4.1 Outline, through the main key concepts, the theoretical approach (es) they have been trained in their placement practice.</p> <p>This has improved over the last series where most learners outline at least 6 key concepts.</p>

	<p>The theory and key concepts that the learner is trained and competent in needs to be outlined.</p> <p>Referrals are due to lack of depth when outlining the key concept or less than 6 key concepts are outlined. To ensure key concepts are outlined and not techniques.</p> <p>Outline of counselling theories, other modalities not required.</p> <p>4.2 Analyse the application of their own theoretical approach to their work with one client over 6 sessions.</p> <p>Referrals usually are due to, the lack of analysis of the application of the key concepts being applied over at least 6 counselling session and too much client detail and too descriptive of what took place.</p> <p>The learner needs to choose a client that they saw during the 100 hours placement.</p> <p>As 6 separate counselling sessions need to be indefinable. It is preferred that if learners use headings they are of the 6 separate counselling session rather than key concepts as headings.</p> <p>The learner needs to say HOW and WHY they applied the key concepts outlined in 4.1.</p> <p>Empathy is linked to active listening skills and the learner needs to say why they applied empathy.</p> <p>UPR – the learner needs to say why they were none judgemental and how they demonstrated UPR to the client.</p> <p>Congruence sometimes gets confused as to how this was applied and why.</p> <p>Saying how they understood the client through the key concept is not sufficient. The learner needs to say how and why they applied the key concepts, i.e., conditions of worth, self-concept, organismic self, 19 proposition, locus of evaluation are usually applied through one or all of the core conditions.</p>
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	<p>There has been an improvement with those learners applying two or more theories. The learners can only apply those key concepts that they have been trained in and have been assessed that they are competent in.</p> <p>Not all key concepts from 3 theories will be applied but the learners still needs to analysis the application of the key concepts that were applied.</p> <p>Transcripts can be used but the learner needs to say how and why they offered each of the key concepts.</p> <p>The learners need to focus on them as a counsellor and say HOW and WHY they applied the key concepts with one client.</p> <p>4.3 Evaluate the application of their own theoretical approach to their work with this client over several sessions.</p> <p>The learner needs to ensure they take each counselling session and the key concepts applied in those sessions and say how effective or not they were for the next counselling session.</p> <p>If learners choose to use headings of the key concepts it can be confusing as specific evaluation may be more general. It is preferred that the 6 counselling sessions are used as headings.</p>
<p>5. Relate supervision to practice with a different client.</p>	<p>5.1 Analyse the learning gained from a minimum of two supervision sessions in relation to their work with one client.</p> <p>At least two supervision sessions need to have been attended.</p> <p>The learner needs to clearly identify the issue/s taken to each supervision session in regard to one client.</p> <p>Within each supervision session the learner can briefly say how it was processed but the main focus on this criterion is the analysis of the learning gained.</p>

	<p>Saying what the supervisor suggested is not sufficient.</p> <p>The learner needs to reflect on each of the issue/s taken to two supervision sessions and analysis what they learnt about themselves, the client, skills, theory, or ethics and what they plan to do differently in subsequent counselling sessions.</p> <p>Learner referrals are usually due to only one issue identified for both supervision sessions, only one supervision session mentioned and the lack of analysis of the learning gained.</p> <p>The first issue/s have to arise from at least one counselling session.</p> <p>The same client has to be used for the second supervision sessions.</p> <p>An issue of a lack of confidence usually does not allow sufficient evidence to be generated to analyse the learning gained.</p> <p>Learners should be discussing the chosen client with their supervisor and or tutor for suitability and it may help not to use the first client they have seen.</p> <p>Supervisors should be of the same theoretical background as the learner and not offering interventions that are not in line with the learner's theoretical approach.</p> <p>If the supervisor recommends some relevant reading or research the learner must then analysis the learning they gained from the recommended reading.</p> <p>With an ethical issue it would be expected that there is some reference to the ethical framework they are working with and what they learnt in supervision about the ethical dilemma.</p> <p>Learning taken back to the client belongs to 5.2.</p>
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	<p>5.2 Evaluate how this learning informed their work with this client over a minimum of two sessions.</p> <p>The learner needs to take each of the issues taken to supervision and evaluate how the learning they gained impacted on them as the therapist and the subsequent counselling sessions.</p> <p>Referrals are usually due to the lack of evaluation of the impact of taking the learning back to the subsequent counselling sessions and only evaluating one issue.</p>
<p>6. Reflect on own professional practice.</p>	<p>6.1 Evaluate own practice using feedback received from supervisor's) confirmatory reports.</p> <p>All supervisors' reports need to be signed and dated.</p> <p>All supervisors need to provide a report.</p> <p>Referrals are usually due to the lack of evaluation of the learners practice based on the feedback from the supervisor's report.</p> <p>6.2 Evaluate own practice using feedback received from placement(s).</p> <p>All placements must provide a report.</p> <p>All placement reports must be signed and dated.</p> <p>The learner needs to evaluate their practice based on the feedback received.</p> <p>Referrals tend to be when the placement is evaluated rather than evaluating their practice based on the feedback.</p> <p>6.3 Identify areas for further professional development.</p> <p>This is usually completed well.</p> <p>Referrals may occur if only personal development is</p>

	<p>referred to. This criterion is for professional development that is planned for the future and not what has been undertaken.</p> <p>Other issues raised:</p> <p>The downloading of some attachments has been an issue with examiners not being able to open or view the contents. The counselling/supervision logs need to be viewable as landscape and not portrait.</p> <p>Centres to ensure the supervisor is working with the same modality that the learner is being trained in.</p> <p>All placements should have a qualified counsellor on the placement.</p> <p>With resubmissions on AchieveLive the learner needs to resubmit the whole assessment criteria evidence from the first submission and additional evidence that is required.</p>
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END OF REPORT FOR QAN 500/9253/4

This qualification has a certification end date of the 31st of December 2022 and therefore no further reports will be issued for this specific qualification.

EX2 EXAMINER SERIES SUMMARY REPORT – 603/5029/5

QUALIFICATION TITLE	Diploma in Therapeutic Counselling – L4
QAN	603/5029/5
UNIT NUMBER (URN)	H/617/7590
SERIES DATE	Series 44 September 1 st , 2022 to November 30 th 2022

The report below summarises the findings of the examiner team following the recent examination/assessment series. Tutors are required to take note of the recommendations made by the Lead Examiner to ensure that candidates are supported in achieving the best possible outcome in future assessments.

LEARNING OUTCOME	COMMENTS
<p>1. Be able to establish working agreements.</p>	<p>1.1 Enter into a working agreement with the following:</p> <ul style="list-style-type: none"> • Placement agency(ies) • Supervisor(s). <p>The new Skills and Education Group working agreement needs to be submitted (old qualification ABC templates will not be accepted).</p> <p>All agreements need signatures and dates completed prior to commencement of the placement and supervision.</p> <p>All aspects/questions of the working agreements must be completed.</p> <p>All placements and all supervisors must complete a working agreement.</p> <p>4-way contracts are not required.</p> <p>Managers should not be the supervisor.</p> <p>Working agreements made after 18th July 2022 with printed signatures will not be acceptable.</p>

<p>2. Be able to maintain records of placement practice.</p>	<p>2.1 Maintain verified client and supervision records of own placement practice over a minimum of 100 hours.</p> <p><u>Client logs:</u></p> <ul style="list-style-type: none"> • Client logs must be displayed in date order • Client logs must show full dates, i.e., 14.06.2021 and not 14.6.21 • Client logs must be completed in ink and not pencil • Client logs must not include dittos • Client logs must not contain any crossing out • Client logs must be displayed as a running total of client hours • Client logs must contain a brief outline of the theme(s) of each session • Client logs must not contain hours for under 13-year-olds. This age group is not permitted as per the qualification guide • Client logs can only include a maximum of 50 hours with under 18-year-olds as per the qualification guide • Client logs must not contain initial assessments • Client work conducted remotely must be recorded on the client logs denoted by the letter 'R' or the word 'Remote.' The logs must then be supported with the Additional COVID Support Evidence form • Client logs must be periodically checked by tutors/delivery teams. Do not leave it until the required hours have been accrued as anomalies often cannot be rectified. <p>Signatures from the placement and supervisor need to be on each of the combined client and supervision logs.</p> <p>All placement hours need to be in date order not separate logs for each placement.</p> <p>Additional COVID support evidence form needs to be completed and attached stating the training and support offered from the centre, placement, and supervisor. Some Covid forms only identify training and need to show other support from supervisor, placement, and college. Signatures and dates are required. This form is a mandatory requirement for</p>
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	<p>any learner who has conducted any type of remote workings.</p> <p>On AchieveLive the log records need to be uploaded as one document and not as multiple individual documents.</p> <p>All pages need to be visible.</p> <p>Ensure the correct combined client and supervision log is submitted. Old qualification logs will not be accepted.</p> <p>Learners must not undertake any remote placement hours with new children/young people beyond June 1st 2022. Any remote placement hours accrued with new children/young people after this date will not be counted as part of the required 100 hours.</p> <p>Under 18 years can be seen if the learner is qualified and/or experienced to work with children. 30 min sessions can be counted as one-hour sessions.</p> <p>SKILLS AND EDUCATION GROUP AWARDS WOULD LIKE TO CONFIRM THAT WITH EFFECT FROM 18th JULY 2022 IT WILL BE A REQUIREMENT THAT ALL MANDATORY SUPPORTING DOCUMENTATION SIGNED ON OR AFTER THIS DATE MUST CONTAIN EITHER A WET/INKED SIGNATURE OR AN ELECTRONIC SIGNATURE. THEREFORE, IT WILL NOT BE ACCEPTABLE TO INSERT A TYPED SIGNATURE/NAME ONTO ANY OF THE MANDATORY SUPPORTING DOCUMENTATION. ALTHOUGH WE WOULD MUCH PREFER A WET/INKED SIGNATURE WHEREVER POSSIBLE, WE APPRECIATE THAT THIS MAY NOT BE FEASIBLE IN SOME CASES. THIS COMMUNICATION WAS DESSEMINATED TO ALL APPROVED CENTRES 5th JULY 2022 AND IS ALSO AVAILABLE ON OUR WEBSITE HERE AND HERE</p> <p><u>Supervision logs:</u></p> <ul style="list-style-type: none"> • Supervision must be displayed in date order • Supervision must be recorded on the ABC combined template and not a centre devised document
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- Supervision **must** show full dates, i.e., 14.06.2021 and **not** 14.6.21
- Supervision **must** be recorded on a separate line from client hours on the logs
- Supervision **must** state whether individual or group supervision has taken place
- Supervision **must** clearly state how many supervision hours are being claimed
- Supervision conducted within a group **must** clearly state how many were in the group and for how long and how many hours are being claimed
- Supervision hours **must** be signed off by both the tutor and supervisor
- Supervision of **all** required 100 client hours **must** be supervised
- Supervision conducted remotely **must** be recorded on the client logs denoted by the letter '**R**' or the word '**Remote.**'

SKILLS AND EDUCATION GROUP AWARDS WOULD LIKE TO CONFIRM THAT WITH EFFECT FROM 18th JULY 2022 IT WILL BE A REQUIREMENT THAT **ALL** MANDATORY SUPPORTING DOCUMENTATION SIGNED ON OR AFTER THIS DATE **MUST** CONTAIN EITHER A WET/INKED SIGNATURE OR AN ELECTRONIC SIGNATURE. THEREFORE, IT WILL **NOT** BE ACCEPTABLE TO INSERT A TYPED SIGNATURE/NAME ONTO ANY OF THE MANDATORY SUPPORTING DOCUMENTATION. ALTHOUGH WE WOULD MUCH PREFER A WET/INKED SIGNATURE WHEREVER POSSIBLE, WE APPRECIATE THAT THIS MAY NOT BE FEASIBLE IN SOME CASES. THIS COMMUNICATION WAS DESSEMINATED TO ALL APPROVED CENTRES 5th JULY 2022 AND IS ALSO AVAILABLE ON OUR WEBSITE [HERE](#) AND [HERE](#)

If learners are having any difficulty in uploading their combined client/supervision logs into the correct response boxes on AchieveLive then learners can save the file as a PDF and use Adobe's PDF Compressor feature prior to uploading. This provides excellent compression and document quality which allows the file to be uploaded without issue.

[Compress PDFs online for free | Adobe Acrobat \(United States\)](#)

	<p>Additional COVID support from must be completed and attached stating the training and support offered from the centre, placement, and supervisor. Some Covid forms only identity training and need to show other support from supervisor, placement, and college.</p> <p>Issues can arise when insufficient supervision has taken place – tutors must sign that they agree sufficient supervision has taken place.</p> <p>To ensure that the last supervision takes place after the 100th client log and not before.</p> <p>Remote hours need to be identifiable on the client log. These must be recorded on the client logs denoted by the letter 'R' or the word 'Remote.'</p> <p>On AchieveLive the log records must be uploaded as one attachment. Please do not upload multiple individual documents.</p> <p>Learners need to ensure the supervision is recorded on a separate line from the client log and in chronological date order.</p> <p>Issues can arise when insufficient supervision has taken place – tutors must sign that they agree sufficient supervision has taken place.</p> <p>If insufficient supervision has taken place then additional client hours will need to be completed and a written statement made as to why supervision was missed or delayed. The tutors should be able to guide how many extra supervised client hours will be required.</p> <p>Group supervision with a qualified supervisor needs to show how many were in the group, how long the supervision session was and how many minutes are being claimed for that session.</p> <p>Remote supervision needs to be recorded on the logs.</p>
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<p>3. Know how to relate counselling theoretical approach (es) to practice with one client from placement.</p>	<p>3.1 Outline in own words, through explanation of at least 6 key concepts, the theoretical approach (es) they have been trained in.</p> <p>The theory and key concepts that the learner is trained and competent in need to be outlined. To only outline counselling theories.</p> <p>Referrals are due to lack of depth when outlining the key concept or less than 6 key concepts are outlined. To ensure key concepts are outlined and not techniques.</p> <p>3.2 Analyse those theoretical key concepts which were relevant and applied to one client over a minimum of six sessions.</p> <p>6 separate counselling sessions need to be indefinable.</p> <p>To use headings of the 6 separate counselling session rather than key concepts as headings.</p> <p>The learner needs to say HOW and WHY they applied the key concepts relevant to one client.</p> <p>With PCA - Empathy is linked to active listening skills and the learner needs to say why they applied empathy.</p> <p>Within PCA - UPR – the learner needs to say why they were not judgemental and how they demonstrated UPR to the client.</p> <p>Within PCA - Congruence sometimes gets confused as to how this applied and why.</p> <p>Saying how they understood the client through the key concept is not sufficient.</p> <p>The learner needs to say how and why they applied the key concept. I.e., conditions of worth, self-concept, organismic self, locus of evaluation, 19 propositions are usually applied through one or all of the core conditions.</p> <p>The learners can only apply those key concepts that</p>
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	<p>they have been trained in and have been assessed that they are competent in.</p> <p>Not all key concepts from 3 theories will be applied but the learners still needs to analysis the application of the key concepts that were applied.</p> <p>The learners need to focus on them as a counsellor and say HOW and WHY they applied the key concepts.</p> <p>3.3 Evaluate each theoretical key concept as it was applied to this client, over a minimum of six sessions.</p> <p>To evaluate the key concept applied in the sessions and say how effective or not for the client and the counselling process.</p> <p>If headings are used it is preferred that the 6 counselling sessions are used.</p>
<p>4. Know how to relate learning from supervision to practice with one client.</p>	<p>4.1 Analyse the learning gained from issues taken to supervision in relation to your counselling work with one client:</p> <ol style="list-style-type: none"> a. Who has been seen for a minimum of six client sessions b. A minimum of two issues over a minimum of two supervision sessions c. A different client to learning outcome three. <p>The learner needs to clearly identify the issue/s taken to each supervision in regard to one client</p> <p>Within each supervision session the learner can briefly say how it was processed but the main focus on this criterion is the analysis of the learning gained.</p> <p>Saying what the supervisor suggested is not sufficient.</p> <p>The learner need to reflect on each of the issues taken to two supervision sessions and analysis what they learnt about themselves, the client, skills, theory, or ethics. They may also discuss what they plan to do</p>

	<p>differently in subsequent counselling sessions.</p> <p>Learner referrals are usually due to only one issue identified for both supervision sessions and only one supervision session mentioned and the lack of analysis of the learning gained.</p> <p>The first issue/s arise from at least one counselling session. The same client must be used for both supervision sessions.</p> <p>An issue of a lack of confidence usually does not allow sufficient evidence to be generated to analyse the learning gained.</p> <p>Learners should be discussing the chosen client with their supervisor and or tutor for suitability and it may help not to use the first client they have seen.</p> <p>Supervisors should be of the same theoretical background as the learner and not offering interventions that are not in line with the learner's theoretical approach.</p> <p>If the supervisor recommends some relevant reading or research the learner must then analyse the learning they gained from the recommended reading/research.</p> <p>With an ethical issue it would be expected that there is some reference to the ethical framework they are working with and what they learnt in supervision about the ethical dilemma.</p> <p>Learning taken back to the client belongs to 5.2.</p> <p>4.2 Evaluate how all the learning gained from those issues taken to supervision informed your practice with this client, over a minimum of two subsequent client sessions.</p> <p>The learner needs to take each of the issues taken to supervision and evaluate how the learning they gained impacted on them as the therapist and the subsequent counselling sessions.</p> <p>Referrals are usually due to the lack of evaluation of the impact of taking the learning back to the</p>
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	subsequent counselling sessions.
<p>5. Be able to reflect on own professional practice.</p>	<p>5.1 Provide final feedback reports from:</p> <ul style="list-style-type: none"> a. Placement(s) and b. Supervisor(s). <p>Completed reports must be dated and signed.</p> <p>5.2 Evaluate development of own ethical and professional practice in regard to client work, to include:</p> <ul style="list-style-type: none"> a. Boundaries b. Professionalism and ethics c. Confidentiality d. Application of GDPR legislation. <p>This is a new criterion for this qualification and on the whole is passed well.</p> <p>The learner needs to ensure they reflect and evaluate their own professional practice with clients in the 4 areas of professional practice and ethics over the 100 clients' hours completed on their placement/s.</p> <p>This is a reflective piece covering the 100 client hours and assessing professional growth and progress in relation to changes and improvement in performance, skills, knowledge, competence, and confidence. They may refer to ethical issues taken to supervision and the progress they made by doing this.</p> <p>The evaluation needs to show explanation of details of what, how and why they development an ethical practice and their effectiveness relating this ethical practice over 100 client hours.</p> <p>An evaluation of how changes and growth were made in each aspect is required.</p> <p>Boundaries and ethics.</p> <p>Within boundaries they will reflect on the 100 client hours and how improvements of working with</p>

	<p>contracts and boundaries were made.</p> <p>Showing progress over the 100 hours on how the learner developed skills and confidence in dealing with issues surrounding boundaries in regard to: confidentiality, time boundaries, clients making inappropriate requests, working remotely, and managing endings.</p> <p>Other issues may include dual relationships, harmful interventions, managing endings and working with boundaries in supervision.</p> <p>Boundaries will be linked with professionalism and confidentiality and GDPR.</p> <p>Professionalism and ethics.</p> <p>The learner needs to focus on the development of professionalism over the 100 hours in skills, confidence and competence in the following areas: competences, completing CPD, following policies and procedures including GDPR, boundaries, confidentiality, professional expectations of the placement, self-care, boundaries between clients and the outside world, not exploiting clients, maintaining integrity, being trustworthy, use of social media, avoid actions that bring the profession into disrepute, keeping records, use of supervision.</p> <p>The learner could include how ethical issues were dealt with and the progress the learner has made in relation to ethical issues over the 100-hour placement.</p> <p>For example, collaborating with a client that is at risk with safeguarding issues and how they developed over the 100 hours with dealing with such issues. This may include the use of supervision as part of professional practice.</p> <p>The ethical framework for counselling professionals may be referred to. Placements and supervisors' feedback may offer feedback in these areas for reflection.</p> <p>This may include links to boundaries and professionalism and progress made.</p>
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	<p>Confidentiality and ethics.</p> <p>The learner can reflect on the 100 client hours on placement and their development in contracting and working with the limitations of confidentiality within the placement. Areas for reflection may include:</p> <p>Confidentiality and GDPR guidance, the ethical framework guidance, supervision, how safeguarding issues were dealt with, protecting clients’ rights, protecting those at risk, collaborating with suicidal clients, maintaining clients trust, use of supervision.</p> <p>GDPR and ethics and professional practice.</p> <p>The learner may explain how it is applied within the placement and the counselling service.</p> <p>They then need to reflect on their development of working within GDPR over the 100 client hours.</p> <p>All placements will have a GDPR policy and procedure and the learner can reflect on their development of skills and knowledge and confidence in working to GDPR guidelines.</p> <p>I.e., use of contracts or privacy notices, confidentiality, counselling records, TI security, records storage, ICO, breaches.</p>
<p>General comments:</p>	<p>AchieveLive:</p> <p>Attaching documents to relevant response boxes</p> <ul style="list-style-type: none"> • To ensure all attachments are in the correct learner response boxes • To encourage learners to look at the guidance for each criterion • To ensure only one log is attached for client and supervision logs. Do not upload multiple pages of the combined client and supervision logs • All logs are to be uploaded in the correct way to enable the examiner to view and examine them • Learners must not upload their evidence as documents where a typed response is required in the learner response box.

	<p>If learners are having any difficulty in uploading their combined client/supervision logs into the correct response boxes on AchieveLive then learners can save the file as a PDF and use Adobe's PDF Compressor feature. This provides excellent compression and document quality which allows the file to be uploaded without issue.</p> <p>Compress PDFs online for free Adobe Acrobat (United States)</p>
	<p>Centres to:</p> <ul style="list-style-type: none"> • Ensure the suitability of placements • Periodically check counselling log records for accuracy. Please do not wait until the 100 mandatory hours been accrued as errors cannot always be rectified afterwards • Offer 20 GLH for this unit • Share AchieveLive Learner guidance with their candidates.
	<p>Summary:</p> <p>Related downloads and qualification information is available via the following website links.</p> <p>500/9253/4</p> <p>Level 4 Diploma in Therapeutic Counselling - Skills and Education Group Awards: Skills and Education Group Awards</p> <p>603/5029/5</p> <p>Level 4 Diploma in Therapeutic Counselling - Skills and Education Group Awards: Skills and Education Group Awards</p>

END OF REPORT FOR QAN 603/5029/5