

CAST-L3 Quick Reference Criteria

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| Qualification number: | 610/3341/8 |
| Level: | 3 |
| Guided Learning Hours: | 150 |
| Credit value: | 32 |
| Unit 1: Counselling studies | |
| Learning outcomes: (skills, knowledge, understanding) The learner will/will be able to: | Assessment criteria (to assess learning outcome) The learner can: |
| 1. Prepare to work within an ethical framework for counselling | 1.1 Apply understanding of an ethical framework to counselling practice sessions 1.2 Explain the importance of working within limits of proficiency 1.3 Describe the ethical, legal and procedural framework in which an agency operates 1.4 Demonstrate understanding of client assessment and referral in an agency setting |
| 2. Understand the counselling relationship | 2.1 Explain the nature and constraints of the counsellor role within different settings 2.2 Establish and sustain the boundaries of the counsellor role in counselling practice sessions 2.3 Explain how the counselling relationship contributes to the counselling work 2.4 Manage the stages of the counselling relationship |
| 3. Understand difference and diversity issues to develop empathic understanding | 3.1 Identify and reflect on diversity within personal relationships 3.2 Identify and reflect on a range of diversity issues in the wider social context 3.3 Apply awareness of diversity issues to enhance empathic understanding |
| 4. Work within a user-centred approach to counselling | 4.1 Establish the client's needs and expectations when agreeing to work together 4.2 Maintain the focus on the client's agenda and needs |
| 5. Use counselling theory to develop self-awareness in counselling practice | 5.1 Use counselling theory to understand own personality 5.2 Use counselling theory to understand own personal history 5.3 Use counselling theory to understand own relationships 5.4 Evidence how self-awareness contributes to the ability to empathise with others |

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| 6. Understand theories of counselling and mental health | 6.1 Explain why theory is important in counselling work 6.2 Describe the main theoretical approaches to counselling 6.3 Use counselling theory to understand the client 6.4 Explain the nature of common mental health problems 6.5 Describe how counselling can promote positive mental health 6.6 Explain why research findings are important in counselling work |
| 7. Use feedback, reflection and supervision to support counselling studies | 7.1 Use feedback from others to develop understanding of counselling 7.2 Give constructive feedback to other counselling trainees 7.3 Describe the nature and use of clinical supervision 7.4 Use supervisee skills to contribute to, and learn from, case discussion |

Unit 2: Application of counselling skills in a range of occupational settings

Learning outcomes (*skills, knowledge, understanding*)

Assessment criteria (*to assess learning outcome*)

The learner will/will be able to:

The learner can:

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| 1. Understand ethical, legal and professional frameworks for the use of counselling skills in a range of occupational settings | 1.1 Describe the ethical, legal and professional frameworks of one allied profession where counselling skills are used 1.2 Identify a range of occupational contexts and allied professions where counselling skills are used to enhance the primary professional role |
| 2. Understand the nature of relationships in a range of occupational settings | 2.1 Explain the difference between counselling skills used in non-counselling roles, and the role of an employed counsellor in the workplace 2.2 Explain how counselling skills are used effectively within non-counselling roles, without changing the nature of the primary professional role |
| 3. Know the importance of using empathy and understanding diversity in a range of occupational settings | 3.1 Reflect on the importance of empathy and responsiveness in a range of primary professional roles 3.2 Identify a range of organisations focused on working with marginalised groups, or individuals subject to prejudice and discrimination 3.3 Research and describe the organisational diversity, equity, equality, or anti-oppression policy/statement from at least one allied profession where counselling skills are used |

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| <p>4. Understand the nature of working alliances in a range of occupational settings</p> | <p>4.1 Explain how working alliances are formed based on the primary professional role, but enhanced by the use of counselling skills</p> <p>4.2 Explain reasons for contracting (either formally or informally) for the use of counselling skills, in at least one allied profession</p> <p>4.3 Consider how working alliances are formed, maintained and ended in different settings</p> |
| <p>5. Understand the importance of self-awareness in the application of counselling skills in different occupations</p> | <p>5.1 Reflect on own professional aspirations and consider the type of occupational contexts where own skills and personal attributes would be transferable</p> <p>5.2 Explain the importance of maintaining boundaries when working in different settings</p> |
| <p>6. Understand frameworks for the use of counselling skills in non-counselling settings</p> | <p>6.1 Explain a range of frameworks and approaches to helping work and the use of counselling skills in non-counselling settings</p> <p>6.2 Describe the approach used by at least one allied profession where counselling skills are used to enhance the primary role</p> <p>6.3 Examine the diverse terminology that is used to describe the use of counselling skills in different occupational settings</p> |
| <p>7. Understand the role of feedback and reflection in applied counselling skills</p> | <p>7.1 Describe how different settings offer staff support and consider how this differs to the support accessed by professional counsellors</p> <p>7.2 Use feedback from others to improve own understanding of the use of counselling skills in a range of occupational contexts</p> |