

## EX2 SUMMARY REPORT

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| <b>QUALIFICATION TITLE</b> | Level 4 Diploma in Therapeutic Counselling                                  |
| <b>QAN</b>                 | D4102-04  |
| <b>UNIT NUMBER (URN)</b>   | J/506/9114  |
| <b>SERIES DATE</b>         | 1 <sup>st</sup> December 2019 to 28 <sup>th</sup> February 2019 (series 29) |

**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.**

| <b>LEARNING OUTCOME</b>   | <b>COMMENTS</b>   |
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| 1. Be able to demonstrate an understanding of one of their placement agencies | <p><b>1.1 Explain the following for their placement agency: main purpose, organisational structure, ways of working, policies and procedures</b></p> <p>One examiner had no refers for this criteria.</p> <p>On the whole this criterion is being addressed thoroughly. There are occasions when the organisational chart is offered as evidence and no explanation given and in these cases the learners need to explain the organisational chart.</p> <p>In regards to the ways of working; this is generally addressed with details in relation to how the counselling service works. However, some learners only give a general overview of the how the placement works and do not relate to how the counselling service works in regards to referrals, support, accommodation, record keeping etc.</p> |

Learners tend to explain all the policies and procedures on the placement but some referrals are due to only one policy and procedure being explained or the policies and procedures are listed with no explanation.

### **1.2 Explain the relevance and application of one piece of statutory legislation to their placement agency**

This is addressed usually with the relevance and application clearly given. Some learners occasionally chose statutory guidance rather than a piece of statutory legislation. The relevance needs to be explicitly stated; why it is relevant to the counselling placement. The application needs to be in regards to counselling practice.

If learners choose data protection they need to include GDPR recommendations.

### **1.3 Evaluate your own placement experience**

On the whole this criterion is met with detailed evaluation of the placement identifying the benefits and learning experiences and offering constructive evaluation on what did not work well.

Referrals tended to be linked to lack of evaluation and being more descriptive and focusing on the clients seen. Learners need to evaluate all aspects of the placement including the environment where counselling took place, the mentoring offered, the referral process, the ways of working, policies and procedures etc.

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| <p>2. Understand the importance of working agreements.</p> | <p><b>2.1 Enter into a working agreement with the following: each of their placement agencies and each of their supervisors</b></p> <p>All working agreements need to be submitted and the ABC templates need to be used for all working agreements.</p> <p>In some cases ABC templates were not used and these were mainly by learners who started prior to September 2017.</p> <p>All group supervision requires a working agreement.</p> <p><b>2.2 Evaluate the importance of all these working agreements.</b></p> <p>On occasion, the evaluation of the working agreements was too descriptive. The learner needs to refer to each of the working agreements and focus on the evaluation of the importance of each aspect of the details that have been agreed.</p> |
| <p>3. Maintain records of placement practice.</p>          | <p><b>3.1 Produce verified records of their own placement practice over a minimum of 100 client hours</b></p> <p>Some examiners found an improvement in the recording on the ABC template.</p> <p>The new combined log using the ABC template is now in place for all learners' logs. The learner <b>MUST</b> use the ABC template for recording client logs.</p> <p>Sometimes the client logs are not in date order. They are sometimes in order of each placement or each client. All client logs need to be in date order in order to make it easier to validate the correct amount of supervision has taken place over the correct time.</p> <p>Full dates must be given for all client logs.</p>  |

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|  | <p>Under 'theme of session', there should be a brief outline of the key themes even if the theme is the same as the last session.</p> <p>If clients under 18 years are seen, then it is imperative that the age needs to be entered.</p> <p>Running total of client hours needs to be entered after each session.</p> <p><b>3.2 Produce verified records of their own supervision throughout their placement practice</b></p> <p>There seems to still be issues in regards to the inadequate supervision. Group supervision needs to be recorded showing how many are in the group and accurately show how much time is being claimed for group supervision.</p> <p>It seems to be more confusing if the learner is having separate one hour supervision every two weeks. The tutors must check and sign off the supervision hours - and although they signed they are accurate when submitted - the examiners find months missing or not enough supervision has taken place to cover the client hours accrued.</p> <p>All supervision dates need to be recorded.</p> <p>All supervision that takes place needs to be backed up with a working agreement in 2.1. Occasionally supervisors appear in supervision logs for where there is no working agreement for them.</p> <p>All group supervision requires a working agreement.</p> |
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| <p>4. Relate theory of theoretical approach(es) they have been trained in to practice with one client.</p> | <p><b>4.1 Outline, through the main key concepts, the theoretical approach(es) they have been trained in to their placement practice</b></p> <p>This criteria is usually met showing depth of knowledge of the key concepts of the theories that they are trained in.</p> <p>If the main theory is Person Centred Approach (PCA) then usually the learner covers the main key concepts and briefly outlines them.</p> <p>The learners need to ensure that they give an outline of all the key concepts that are mentioned in 4.2 and 4.3.</p> <p>There are particular problems with learners who outline the 19 Propositions. Although, there is no need to demonstrate understanding of all of the 19 Propositions in 4.1, if the learner then goes on to analyse particular Propositions as applied to the client in 4.2 and then evaluates these same Propositions in 4.3, they need to be outlined in 4.1.</p> <p>It seems there are more referrals with those centres that are teaching a number of theories, and learners may not outline the key concepts for all theories. Centres need to be clear on what theories the learner is trained in to practice with clients.</p> <p>A brief summary of key concepts is not enough.</p> <p><b>4.2 Analyse the application of the theoretical approach(es) they have been trained in to their work with one client over several sessions</b></p> <p>Although it is good practice to show a flow through the counselling sessions, the learners will not be referred solely on this. However, the learner does need to have at least 6 counselling sessions with one client and analyse the application of the key concepts outlined in 4.1 and how they were applied with one client.</p> |
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|  | <p>Skills and techniques are being analysed in this section rather than the theoretical concepts underpinning them.</p> <p>The main area for improvement is in the analysis of the application of the key concepts outlined in 4.1.</p> <p>Centres need to give guidance to learners on what the criteria requires. The focus needs to be on how and why the learner applied each key concept. For example, with PCA, the learner needs to say how and why a key concept was applied rather than reflecting on the client's story or process.</p> <p>For example, if they refer to conditions of worth they need to say how and why they applied this concept, not simply stating what the client's condition of worth is. How was condition of worth key concepts applied? Usually it would be through the core conditions. Simply stating that they used the core conditions is not sufficient. Learners need to separate out the core conditions and say how and why they applied them.</p> <p>Learners sometimes describe what happens in practice rather than analysing why and how they applied each concept. The theoretical concepts have sometimes been applied to the learner or the client's family member rather than the clients themselves.</p> <p>Sometimes new theories are introduced in 4.2 and not outlined in 4.1 and sometimes only some of the concepts analysed in 4.2 are being evaluated rather than all of them. Sometimes learners say they are Person Centred then in 4.2 write about mindfulness.</p> <p>Techniques and interventions are mentioned but lack reference to the underlying key concept.</p> <p>Analyse/analysis is the process of breaking down each key concept into smaller parts and examining the application in details as to how and why the key concept was applied in practice.</p> <p>Sometimes learners bring in learning from supervision and it is not necessary to do so.</p> |
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|  | <p><b>4.3 Evaluate the application of the theoretical approach(es) they have been trained in to their work with this client</b></p> <p>Evaluate is the process of assessing or offering an opinion as to the value or effectiveness of each key concepts when applied in practice, showing details and reasoning behind the opinion. What worked and what did not.</p> <p>Sometimes new concepts are introduced in 4.3 without being outlined in 4.1 or analysed in 4.2.</p> <p>The learners that pass show sound reflective practice.</p> <p>Evaluation needs to be on each key concept outlined in 4.1 and applied in 4.2. It is not evaluating the counselling process.</p> <p>Generally with Learning Outcome 4, the criteria are not always separated out and the evidence for each criterion clearly identified and labelled.</p> |
| <p>5. Relate supervision to practice with a different client</p> | <p><b>5.1 Analyse the learning gained from a minimum of two supervision sessions in relation to their work with one client</b></p> <p>Some learners do not choose sufficient issues or significant issues that help them to offer sufficient evidence to meet this criterion. They need to choose <b>at least two</b> issues and the tutor and supervisor can help them to choose the client and issues.</p> <p>For example, if they choose issues from the first counselling session with their first client on the lack of confidence or issues with silence, it can limit the amount of learning gained for them to analyse.</p>   |

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|  | <p>More than two issues may aid the learner to further analyse the learning gained. Issues that have ethical dilemmas can generate sufficient learning but are rarely seen, or on occasion when the learner takes an ethical issue and no reference made to the ethical framework.</p> <p>Learners do not need to say what supervision is or how they choose the supervisor or describe supervision models.</p> <p>The main reason for referrals is that learners describe what they took to supervision but do not analyse the learning gained. Stating what the supervisor suggested is not sufficient.</p> <p>Details of how the learning was taken back to the next counselling session belongs to 5.2.</p> <p>Some learners only refer to one supervision session and they need to have at least two supervision sessions.</p> <p>Centres need to ensure the supervisor is trained in the theory that the learner is studying. It can be confusing if the theory is PCA and the supervisor is suggesting CBT techniques etc.</p> <p>The client chosen is not always suitable for this study e.g. a client who stopped attending before the learner had taken the second issue to supervision.</p> <p><b>5.2 Evaluate how this learning informed their work with this client over a minimum of two counselling sessions.</b></p> <p>Evaluate is the process of assessing or offering an opinion as to the value or effectiveness of taking the learning from supervision back to the counselling session. Showing details and reasoning behind the opinion; what worked and what did not.</p> |
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|  | <p>Referrals are usually due to the lack of evaluation and no reference to their learning gained.</p> <p>Some learners offer the learning gained in 5.2 when it belongs to 5.1.</p> <p>General evaluation of supervision is not required.</p>   |
| <p>6. Reflect on own professional practice</p> | <p><b>6.1 Evaluate own practice using feedback from the supervisor(s) confirmatory reports</b></p> <p>On the whole this is completed in detail with reference to each supervisors' reports and evaluating their own practice based on the feedback.</p> <p>Those learners that are referred tend to not make reference to the comments in the reports, do not evaluate their own practice based on them and may reflect on the feedback and describe it rather than evaluate it.</p> <p>All reports from all supervisors need to be included. They need to be dated and signed.</p> <p><b>6.2 Evaluate own practice using feedback received from placement report(s)</b></p> <p>Evaluate is the process of assessing or offering an opinion as to the value or effectiveness of the feedback and how it will inform their counselling practice. Showing details and reasoning behind the opinion.</p> <p>Referrals are usually due to the lack of reference to the placement feedback comments. Less description is required.</p> <p>Centres can encourage the placements to offer detailed feedback.</p> |

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|                         | <p><b>6.3 Identify areas for further professional development.</b></p> <p>This is referred on rare occasions when the learner refers to personal development without mentioning professional development.</p>   |
| <p>General comments</p> | <p>Appendices are offered which are not required.</p> <p>Placement policies and procedures are not required.</p> <p>AchieveLive is the preferred method for submitting portfolios. The learner must type into the appropriate boxes and not just attach responses. Evidence is sometime written in the wrong sections or evidence uploaded in the wrong sections.</p> <p>Learners must not contract with clients that they are qualified counsellors and must say they are a trainee counsellor.</p> <p>Verbatim transcripts are not required in 4.2, 4.3, 5.1 or 5.2.</p> <p>Advisory visits are recommended for guidance and advice for Centres where the rate of referral has increased or where staff have changed.</p> <p>A reminder that webinars are available on the ABC Awards website for guidance on this unit. Centres have a responsibility to provide trainees with guidance on the requirements of unit 7, to verify the correct client log totals for 3.1 and verify the supervision log for 3.2.</p> <p>20 guided learning hours are recommended for the delivery of unit 7 and centres should be able to identify this on the scheme of work.</p> |