

Comparison of the 'Basic YP Competences' and the content of Stage 1 (Introduction) of the YP Training Curriculum (YPTC)

Key:

- **Highlighted Yellow** = identifies those YP competences that are covered by both the *Basic YP Competences* and Stage 1 of the YPTC. (Please see the fourth column for where these YP competences are located within the subject areas of the YPTC)
- **Highlighted Green** = indicates that the YP competence highlighted is not addressed within Stage 1 (Introduction) of the YPTC
- **Highlighted Turquoise** = indicates that the YP competence highlighted is not addressed within the current '*basic YP competences*'

Basic YP Competences	Content of 'basic competences' (if highlighted yellow denotes alignment with competences covered within the Stage 1 YPTC subject area/s listed on the right)	YP Competences Covered in ' <i>basic competences</i> '	Subject Areas in Stage 1 (Introduction) of the YPTC	YP Competences Covered in YPTC Subject Area/s
1. Knowledge of, and ability to operate within professional and ethical guidelines.	Professional and Ethical Guidelines: knowledge of ethical principles; ability to self-monitor levels of competence; ability to identify and minimise the potential for harm; ability to gain consent from service users; ability to maintain confidentiality; ability to maintain appropriate standards of conduct; ability to maintain standards of competence; ability to keep appropriate records.	Core competences for work with young people 4: Knowledge of, and ability to operate within, professional and ethical guidelines (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 & 4.8) Core competences for work with young people 5: Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (All)	Subject Area 1: Ethical and Professional Practice	Core competences for work with young people 3: Knowledge of legal frameworks relating to working with young people (All) Core competences for work with young people 4: Knowledge of, and ability to operate within, professional and ethical guidelines (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 & 4.8) Core competences for work with young people 5: Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (All)

				Core competences for work with young people 8: Ability to work in a 'culturally competent' manner (8.1)
2. Ability to develop a contract for therapeutic work	An ability to explicitly agree with the young person, the boundaries for therapeutic work, including: confidentiality and its limits; record and note keeping; complaints procedure; timing and number of sessions; attendance at sessions and procedures for failure to do so; payment.	Basic competences for humanistic counselling with young people 2: Ability to initiate therapeutic relationships (2.3)	Subject Area 5: Beginnings and Endings with Young People	Basic competences for humanistic counselling with young people 2: Ability to initiate therapeutic relationships (2.2 & 2.3) Basic competences for humanistic counselling with young people 3: Ability to maintain and develop therapeutic relationships (3.4)
3. Working within the context of the setting (e.g. school or community setting)	Draw on knowledge of: the ethos, culture and core business of the setting and how this relates to the counselling service; the governing and organisational structure; the roles and responsibilities of the staff; critical school transitions periods for a young person; setting policies and procedures; setting approach to discipline, attendance, punctuality, rewards, uniform, etc. Impact on Counselling Service: access and referral to the service; management of	Working in an Organisational Context 1: Ability to work within a school context (1.1i, ii & iii, & 1.3 i, ii, iii, iv, v, vi, vii, viii & ix) Working in an Organisational Context 3: Ability to work within a voluntary and community ('third') sector context (3.1ia & e, 3.2 (All), 3.3i & 3.4)	Subject Area 8: Working within the Context of the Counselling Setting	Working in an Organisational Context 1: Ability to work within a school context (1.1i, ii & iii, 1.2iii & v & 1.3iii, iv, vi & ix) Working in an Organisational Context 3: Ability to work within a voluntary and community ('third') sector context (3.1ia & e, 3.2 (All), 3.3i & 3.4)

	<p>client confidentiality; scheduling of appointments; physical environment in which counselling takes place; level of privacy; client understanding of counselling and their autonomy.</p> <p>Working collaboratively: working with management; working with other agencies, including accepting referrals and processes for onward referral; ability to work with link staff; managing appointment system; ability to evaluate the service and provide reports on usage of the counselling service; ability to work with staff on procedures for missed appointments.</p>			
4. Monitoring outcomes and onward referral	<p>Knowledge of the importance of measures for monitoring outcomes(i) and onward referrals(ii) when working with children and young people.</p>	<p>i. Generic Therapeutic Competences 6: Ability to make use of measures (including monitoring of outcomes) (6.1-6.4)</p> <p>ii. Core competences for work with young people 5: Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (5.7iv,c & v)</p>	<p>ii:</p> <p>Subject Area 1: Ethical and Professional Practice</p> <p>Subject Area 2: Child Protection and Safeguarding</p>	<p>ii:</p> <p>Core competences for work with young people 5: Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.7)</p> <p>Core competences for work with young people 7: Ability to recognise and respond to concerns about child</p>

		<p>Core competences for work with young people 7: Ability to recognise and respond to concerns about child protection (7.10iii & v)</p> <p>Assessment competences 2: Ability to conduct a risk assessment (2.3xi)</p> <p>Working in an Organisational Context 1: Ability to work within a school context (1.3iii)</p> <p>Working in an Organisational Context 3: Ability to work within a voluntary and community ('third') sector context (3.2i b)</p>	<p>Subject Area 6: Risk Assessments</p> <p>Subject Area 8: Working within the Context of the Counselling Setting</p>	<p>protection (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 & 7.15)</p> <p>Assessment competences 2: Ability to conduct a risk assessment (2.1, 2.2, 2.3 & 2.4)</p> <p>Working in an Organisational Context 1: Ability to work within a school context (1.1i, ii & iii, 1.2iii & v & 1.3iii, iv, vi & ix)</p> <p>Working in an Organisational Context 3: Ability to work within a voluntary and community ('third') sector context (3.1a & e, 3.2 (All), 3.3i & 3.4)</p>
5. Knowledge of legal frameworks relating to young people.	<p>Issues of confidentiality, consent and capacity: capacity and informed consent; parental rights and responsibilities; children and young people's rights when making welfare decisions; child protection; mental health</p>	<p>Core competences for work with young people 3: Knowledge of legal frameworks relating to working with young people (All)</p> <p>Core competences for work with young people 5: Knowledge of</p>	<p>Subject Area 1: Ethical and Professional Practice</p>	<p>Core competences for work with young people 3: Knowledge of legal frameworks relating to working with young people (All)</p> <p>Core competences for work with young people 4: Knowledge</p>

	<p>legislation; education; data protection; equality; confidentiality and informed sharing; ability to develop a contract for therapeutic work.</p>	<p>and ability to work with, issues of confidentiality, consent and capacity (All)</p> <p>Basic competences for humanistic counselling with young people 2: Ability to initiate therapeutic relationships (2.3)</p>		<p>of, and ability to operate within, professional and ethical guidelines (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 & 4.8)</p> <p>Core competences for work with young people 5: Knowledge of, and ability to work with, issues of confidentiality, consent and capacity (All)</p> <p>Core competences for work with young people 8: Ability to work in a 'culturally competent' manner (8.1)</p> <p>Basic competences for humanistic counselling with young people 2: Ability to initiate therapeutic relationships (2.2 & 2.3)</p> <p>Basic competences for humanistic counselling with young people 3: Ability to maintain and develop therapeutic relationships (3.4)</p>
<p>6. Ability to conduct a risk assessment</p>	<p>Risk assessment: knowledge of policies and legislation; knowledge of risks; knowledge of the risk assessment and</p>	<p>Assessment competences 2: Ability to conduct a risk assessment (2.1, 2.2, 2.3, 2.4 & 2.5)</p>	<p>Subject Area 2: Child Protection and Safeguarding</p>	<p>Core competences for work with young people 7: Ability to recognise and respond to concerns about child</p>

	management process; ability to seek advice and supervision; skills in risk assessment and management; assessment of risk.	Core competences for work with young people 7: Ability to recognise and respond to concerns about child protection (7.3)	Subject Area 6: Risk Assessments	protection (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 & 7.10) Assessment competences 2: Ability to conduct a risk assessment (2.1, 2.2, 2.3 & 2.4)
7. Ability to conduct a collaborative assessment	Assessments: knowledge of the assessment process; ability to adapt the assessment to match the abilities and capabilities of the young person; ability to engage the young person in the assessment process; ability to undertake a generic assessment; ability to assess the young person's difficulties; ability to assess the young person's current functioning, their strengths, resources and abilities; ability to integrate information from relevant others; ability to develop a collaborative understanding of the young person's life story, social and cultural context; ability to reflect on own experience of assessment process; ability to make use of appropriate tools and measurements.	Assessment competences 1: Ability to conduct a collaborative assessment (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 & 1.12) Core competences for work with young people 8: Ability to work in a 'culturally competent' manner (8.1) Basic competences for humanistic counselling with young people 2: Ability to initiate therapeutic relationships (2.2)	Subject Area 1: Ethical and Professional Practice Subject Area 5: Beginnings and Endings with Young People	Core competences for work with young people 8: Ability to work in a 'culturally competent' manner (8.1) Basic competences for humanistic counselling with young people 2: Ability to initiate therapeutic relationships (2.2 & 2.3) Basic competences for humanistic counselling with young people 3: Ability to maintain and develop therapeutic relationships (3.4)

<p>8. Knowledge of development in young people</p>	<p>Knowledge of child and adolescent development: physical, social, cognitive, emotional and psychosexual. Knowledge of the care environment and its interaction with child and adolescent development: attachment, influence of parent/carer, play activities.</p>	<p>Core competences for work with young people 1: Knowledge of development in young people and of family development and transitions (1.1 & 1.2)</p>	<p>Subject Area 3: Child and Adolescent Development and Transitions</p>	<p>Core competences for work with young people 1: Knowledge of development in young people and of family development and transitions (1.1 & 1.2) Core competences for work with young people 10: Ability to communicate with young people of differing ages, developmental level and background (10i-ii & 10.1i-iii)</p>
<p>9. Ability to recognise and respond to concerns about child protection</p>	<p>Child protection: knowledge of policies and legislation; knowledge of child protection principles; ability to contribute to an holistic assessment of the young person's and family's needs; ability to draw on knowledge of the ways in which neglect and abuse presents; ability to recognise possible signs of abuse and neglect; ability to draw on knowledge of bullying; ability to recognise parental behaviours associated with abuse or neglect; ability to recognise risk factors for, and protective factors against, abuse or neglect; ability to respond where a need for child protection has been identified; ability to report</p>	<p>Core competences for work with young people 7: Ability to recognise and respond to concerns about child protection (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12, 7.13, 7.14 & 7.15)</p>	<p>Subject Area 2: Child Protection and Safeguarding</p>	<p>Core competences for work with young people 7: Ability to recognise and respond to concerns about child protection (7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 & 7.15)</p>

	<p>concerns about child protection; ability to contribute to the development of a child protection plan; ability to contribute to the implementation of protective interventions; ability to record and report on interventions for which the counsellor is responsible; interagency working; ability to seek advice and supervision.</p>			
<p>10. Ability to communicate with young people of differing ages, developmental level and background.</p>	<p>Communication: knowledge of the impact of development on the young person's understanding of, and participation in, counselling work; ability to provide developmentally appropriate information about the sessions; ability to engage with the young person's perspective; ability to utilise developmentally appropriate activities to aid engagement; ability to help the young person express themselves verbally; ability to engage the young person when the parent/carer is present.</p>	<p>Core competences for work with young people 10: Ability to communicate with young people of differing ages, developmental level and background (All)</p>	<p>Subject Area 3: Child and Adolescent Development and Transitions</p> <p>Subject Area 4: Communication with Young People</p>	<p>Core competences for work with young people 1: Knowledge of development in young people and of family development and transitions (1.1 & 1.2)</p> <p>Core competences for work with young people 10: Ability to communicate with young people of differing ages, developmental level and background (10i-ii & 10.1i-iii)</p> <p>Core competences for work with young people 10: Ability to communicate with young people of differing ages, developmental level and background (All)</p>

<p>11. Knowledge and understanding of mental health problems in young people and adults.</p>	<p>Mental health problems: neurodevelopmental conditions and how these emerge and present in young people; child development and psychopathology; social, psychological, family and biological factors associated with development and maintenance of mental health problems; knowledge of current DSM and ICD disease classification systems; prevalence of mental health presentations across different cultures, ethnicities, social classes.</p>	<p>Core competences for work with young people 2: Knowledge and understanding of mental health problems in young people and adults (2i-vi)</p>	<p>Subject Area 7: Mental Health and Young People</p>	<p>Core competences for work with young people 2: Knowledge and understanding of mental health problems in young people and adults (All) (2i-vi)</p>
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Summary of the differences between *basic YP competences* and Stage 1 of the YPTC:

<p>Competences/sub-competences not covered in 'basic competences' that are covered in the Stage 1, Introduction course:</p>	<p>Competences/sub-competences not covered in Stage 1 Introduction course that are covered in the 'basic competences':</p>
<p>Core competences for work with young people 2: Knowledge and understanding of mental health problems in young people and adults (2vii, viii & ix)</p> <p>Basic competences for humanistic counselling with young people 3: Ability to maintain and develop therapeutic relationships (3.4)</p> <p>Working in an Organisational Context 1: Ability to work within a school context (1.2iii & v)</p> <p>= 3 competences added to YPTC not already in in the <i>basic YP competences</i></p>	<p>Core competences for work with young people 7: Ability to recognise and respond to concerns about child protection (7.11, 7.12, 7.13, 7.14)</p> <p>Generic Therapeutic Competences 6: Ability to make use of measures (including monitoring of outcomes) (6.1-6.4)</p> <p>Assessment competences 1: Ability to conduct a collaborative assessment (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11 & 1.12)</p> <p>Assessment competences 2: Ability to conduct a risk assessment (2.5)</p>

	<p>Working in an Organisational Context 1: Ability to work within a school context (1.3 i, ii, v, vii & viii)</p> <p>= 21 competences not included in the YPTC that inform the <i>basic YP competences</i></p>
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Findings:

- There are an additional 3 YP competences in Stage 1 of the YPTC that do not feature within the current *basic YP competences*
- Overall, there are 19 fewer YP competences in Stage 1 of the YPTC (as compared to the YP competences that are contained within the *basic YP competences*)