Crossfields Institute
Qualifications | Education | Development

Qualification Specification

Level 5 Certificate in Working Therapeutically with Trauma

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Key Facts

Qualification Title	CFI Level 5 Certificate in Working Therapeutically with Trauma
Qualification Number (QAN)	610/4265/1
Qualification Type	VRQ
Sector	1.3 Health and Social Care
Level	5
Rules of Combination	All units are compulsory
Total Qualification Time	125 hours
Guided Learning Hours	60 hours
Minimum age of learners	18
Assessment Methods	Portfolio of evidence
Grading system	Pass/Fail
How long will it take to complete?	1 year
Developed by	The qualification has been developed by CFI with subject-specific expertise provided by Brighter Teaching Ltd.

Section 1: About this Qualification

1.1 Why take this qualification?

This objective of this CFI Level 5 Certificate in Working Therapeutically with Trauma is to provide trained counsellors with a thorough grounding in the theory and practice of working with clients who have lived through traumatic experiences. The qualification examines physical and psychological responses to trauma, attachment styles, the impact of sexual abuse and ACEs on trauma and tools and techniques which may be appropriate to use when working with trauma presentations.

1.2 What are the entry requirements?

Equality of opportunity is a key and integral part of our vision. We aim to be a truly open, accessible and diverse organisation, and are committed to the principle of equality of opportunity in education. This qualification has been designed to provide access to anyone capable of achieving the required standards, without any unnecessary barriers to entry, access and progression.

Guidelines for entry requirements are listed below:

- Learners must hold a counselling qualification, either at Level 4 or 5, which is Ofqual-regulated (e.g. the CFI Level 5 Diploma in Psychotherapeutic Integrative Counselling Theory and Practice, or equivalent e.g. CPCAB, AIM, SEG, Pearson)
- If English is not your first language, proof of competency at a level equivalent to IELTS 6.5/CEFR B2 will be required

1.3 What does the qualification cover?

This qualification is at Level 5 as defined by Ofqual:

Ofqual Handbook: General Conditions of Recognition - Section E - Design and development of qualifications - Guidance - GOV.UK (www.gov.uk)

Knowledge descriptor (the holder …)	Skills descriptor (the holder can …)
Has practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts. Can analyse, interpret and evaluate relevant information, concepts and ideas. Is aware of the nature and scope of the area of study or work. Understands different perspectives, approaches or schools of thought and the reasoning behind them.	Determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems. Use relevant research or development to inform actions. Evaluate actions, methods and results.

1.4 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- observation of practice by experienced tutors
- written assignments
- reflective practice, e.g. a learning journal or self-reflective journals
- peer observation or feedback as witness testimony
- artefacts

The portfolio must be your own work and centres will be responsible for verifying that work has been authenticated. CFI awarding takes any reports of suspected plagiarism or other forms of malpractice seriously and will investigate any such reports via the Malpractice Policy which is available on our website.

Note: Plagiarism This means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. This includes the use of AI (please see our AI policy for further information). If there is evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to a disciplinary procedure.

Section 2: Units

2.1 Unit List

This qualification has 2 units in total, each of which contributes to the learner's development of knowledge, understanding and skill.

All units are mandatory.

Unit title	Ofqual ref	Guided Learning Hours (GLH)	Total qualification time (TQT)	Credits
Working therapeutically with trauma	M/651/1820	40	85	9
Reflective practice and professional development	R/651/1821	20	40	4
Qualification total		60	125	13

Unit 1: Working therapeutically with trauma

Unit reference	M/651/1820	**Guided Learning Hours (GLH)**	40
Unit level	5	**Total Qualification Time (TQT)**	85

Unit aim

This unit gives participants an in-depth understanding of what trauma is and how it can impact an individual. Participants will gain knowledge of physical and psychological responses to trauma, and will develop a critical understanding of existing theories on trauma and how these may inform their own practice. The unit will also enable them to reflect on themselves as counsellors and consider how working with clients' traumatic experiences may affect them.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to analyse key terminology and principles related to trauma	1.1 Analyse the meaning of, and relation between, the terms: • Trauma • Post-traumatic stress disorder • Complex post-traumatic stress disorder • Toxic stress
	1.2 Analyse the way the following attachment styles can affect individuals: • Secure • Anxious-ambivalent • Disorganised • Avoidant
	1.3 Evaluate how trauma can impact an

	individual's attachment styles
	1.4 Explain and give an example of a trauma bond
	1.5 Summarise any links between the above and their current practice or personal experience
2. Understand the different ways in which trauma can impact upon an individual	2.1 Analyse the ways in which the following parts of the brain function in relation to trauma: • Amygdala • Hippocampus • Reptilian • Limbic system • Neocortex
	2.2 Analyse the way in which sexual abuse and ACEs can impact upon an individual
	2.3 Outline the possible ways that an individual may respond to trauma *Both physical and psychological responses should be covered*
	2.4 Analyse the meaning of: • Trauma-informed • Trauma recovery

	2.5 Evaluate how they have made use of clinical supervision to support clients when working with traumatic experiences
3. Understand key techniques employed when working with trauma	3.1 Analyse the importance of an initial assessment and an ongoing assessment when working with Trauma
	3.2 Evaluate tools and techniques that can be used when working with a trauma presentation
4. Understand diversity issues that affect working with trauma	4.1 Analyse the diversity issues that can impact a client's ability to access counselling

Unit 2: Reflective practice and professional development

Unit reference	R/651/1821	**Guided Learning Hours (GLH)**	20
Unit level	5	**Total Qualification Time (TQT)**	40

Unit aim

This unit encourages participants to reflect upon themselves as an individual and as a practitioner, identifying the ways in which their existing practice has been informed by theory, and the ways in which their competencies and limitations have influenced their role as a counselling professional. It will also give them the opportunity to form a plan for their own development that will allow them to set goals and further their professional progress.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the ways in which key trauma theories relate to their own practice	1.1 Critically evaluate a range of trauma theories and the ways in which they inform their own practice
2. Be able to evaluate the impact of their competencies and limitations with respect to their role	2.1 Evaluate the way their own limitations and sources of support may impact them when working with clients' traumatic experiences
	2.2 Evaluate their strengths and areas for development in their role with respect to working with trauma
3. Be able to plan their own professional development	3.1 Apply an understanding of their strengths and areas for development to the formation of a series of

	development goals
	3.2 Explain how they will reach the stated goals within a given and suitable timeframe

Additional Delivery Information

1.1

Trauma theories covered here are likely to include: Cognitive Behavioural, Humanistic, and Psychodynamic modalities. Attachment and Sex Therapy theories may also be covered.

3.1

These goals should be expressed as part of a 12-month personal development plan which highlights areas for ongoing development in relation to working with couples/relationships.

Section 3: Delivering this qualification

3.1 Requirements for Centres

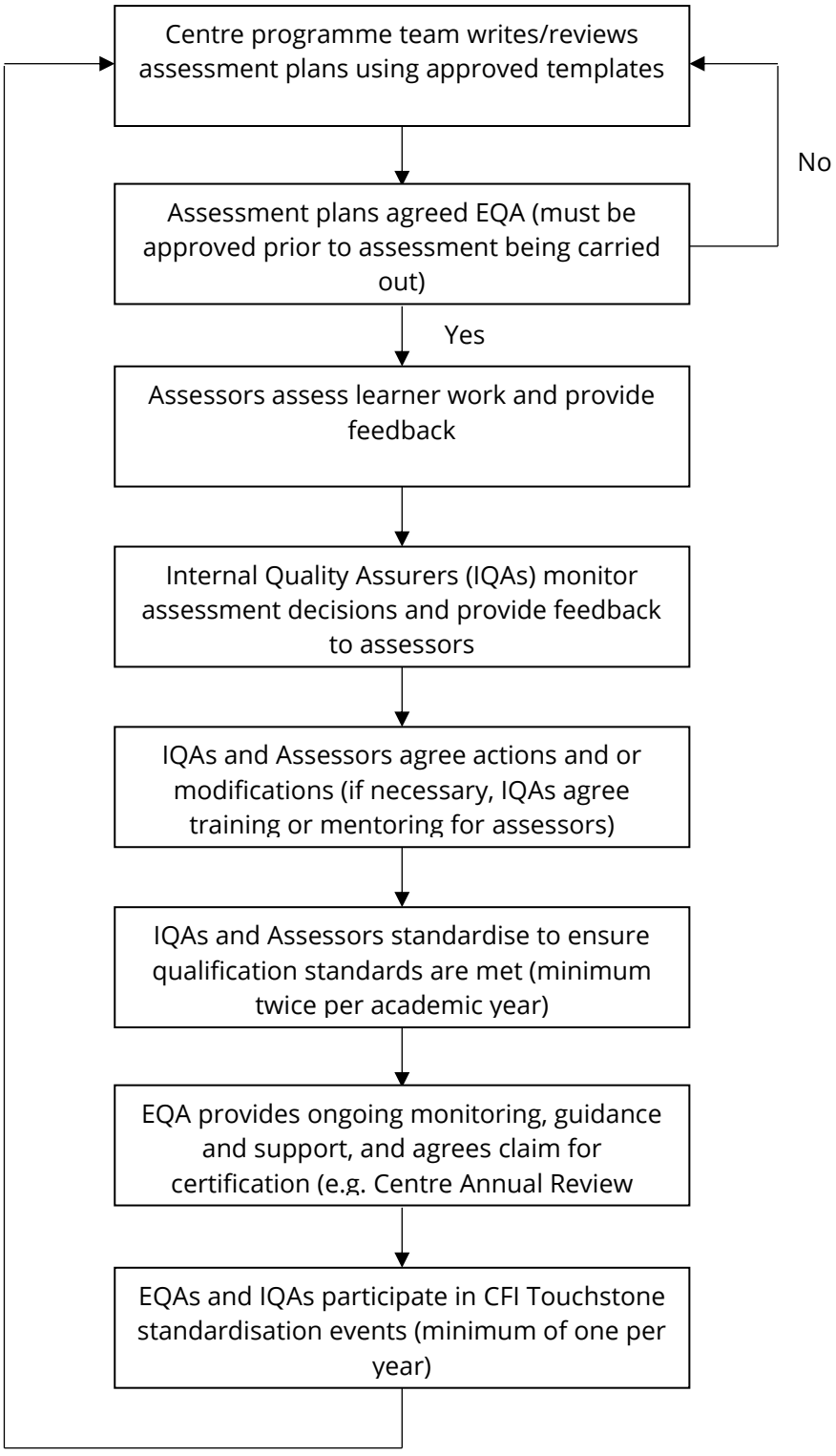
For more information about the process of becoming a centre, please contact us at info@cfiawarding.com

3.2 Quality Assurance

The CFI approach to quality assurance is underpinned by educational values which address the holistic development and transformation of the learner. In these qualifications teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the CFI Quality Assurance Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the CFI QA Team.

Centres delivering this qualification are required to follow this CFI Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
No
Assessment plans agreed EQA (must be approved prior to assessment being carried out)
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. Centre Annual Review
EQAs and IQAs participate in CFI Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high-quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. CFI awarding can also provide customised assessor and IQA education as well as review of assessor and IQA practice
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from the CFI QA Team
- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for centres

Please note: there may be a charge for training and resources provided by CFI.

3.5 Policies and Procedures

Each centre is required to work in partnership with CFI to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

CFI has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with CFI's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints Policy: which allows learners to take action if they feel they have been treated unfairly
- Learner Appeals Policy: which allows learners to appeal decisions made by centres
- Reasonable Adjustments Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances at the start of the programme.
- Special Considerations Policy: which allows centres to request extensions for learners in light of learners' individual circumstances which have delayed their completion of the programme
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias

CFI Policies, and other key documents, are available on our website at www.cfiawarding.com or upon request via info@cfiawarding.com