



## **General Qualification**

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# **Level 2 Award in Introduction to Counselling Concepts**

**For first teaching September 2010**

**On-Demand Award**

### Special Features

- QCF unit-based qualification

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This specification will be published annually on the AQA Website (<http://www.aqa.org.uk>). If there are any changes to the specification centres will be notified in print as well as on the website. The version on the website is the definitive version of the specification.

Further copies of this specification booklet are available from:

AQA Logistics Centre, Unit 2, Wheel Forge Way, Ashburton Park, Trafford Park, Manchester, M17 1EH.

Telephone: 0870 410 1036 Fax: 0161 953 1177

or

can be downloaded from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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# Background Information

## 1

## Introduction

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| 1.1 | Qualifications and Credit Framework          | The AQA Level 2 Award in Introduction to Counselling Concepts is a Qualifications and Credit Framework (QCF) qualification: Reference Number ( <b>501/0030/0</b> ). The learning outcomes and assessment objectives of this specification are at Level 2 of the QCF and are mapped to the NOS of the relevant Sector Skills Council. (See Appendix D for further details).  |
| 1.2 | Why choose this AQA qualification?           | <p>Knowledge of basic counselling skills and the ability to apply them is of proven value to people from many personal and employment related walks of life. This AQA award is designed to cater for a substantial and proven demand for understanding the basics of counselling concepts. The Introduction to Counselling Concepts will provide candidates with insights into counselling premises and foundations, involving definitions, basic understanding and initial identification of some counselling skills. The application of these skills and their development will then become part of the next stage of the counselling programme, that is, the Level 2 Certificate in Counselling Skills. The basic nature of this AQA award makes it an ideal vehicle for the first stages of personal development and the understanding of basic counselling concepts.</p> <p>The award contributes significantly to the national provision of qualifications by improving access to continuing education for mature learners and by helping colleges and other further education institutions to meet government targets for adult participation.</p> |
| 1.3 | Links with professional accreditation bodies | Employers and voluntary organisations have chosen to incorporate AQA's Introduction to Counselling Concepts into staff development training programmes to good effect. The national award will add value to the training and may also provide an incentive for staff to attend training. The AQA Introduction to Counselling Concepts has, hitherto, been used by large organisations such as local authorities, health authorities and voluntary support organisations to underpin their worker development programmes and training courses.   |

1.4 Other issues

AQA is the United Kingdom's most popular examination board, working closely with tutors and lecturers to offer specifications and qualifications that address the requirements of our learners effectively. AQA is an educational charity focused on the needs of the learner, providing specifications that are value for money. All our income is spent of improving the quality of our specifications, examinations and support services. We do not aim to profit from education, we want you to.

***Important facts for centres to inform candidates (also included in the student handbook for this specification)***

This award **does not** provide the candidate with a professional qualification or entitle its holder to practice counselling professionally.

Students undertaking this AQA qualification enter into a teaching and learning contract with the centre that offers the specification and **not** with AQA as the awarding body that provides the specification.

The AQA Introduction to Counselling Concepts is entirely focused on defining and beginning to understand Counselling Skills within the confines of a strict code of ethics and practice. For example, The British Association for Counselling and Psychotherapy's (BACP) *Ethical Framework for Good Practice in Counselling and Psychotherapy, 2010*. In addition, the Introduction to Counselling Concepts will assist the candidate in meeting the hours required, and in providing the underpinning knowledge for accreditation.

Further and Adult Education Institutes have successfully used Introduction to Counselling awards to attract mature candidates back into the learning system, in addition to providing a pathway for progression to a nationally recognised award. The short-course format is an attractive and non-threatening icebreaker. It also contributes to the national provision by increasing knowledge of counselling concepts and enthusing candidates to move on to the next stage of training. This can impact on further and adult education training, and personal and professional development in the workplace.

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## 2

# Specification at a Glance

## AQA Introduction to Counselling Concepts

### 2.1 The Qualification

To qualify for this award, a candidate must pass both Units 1 and 2, together with the AQA Written Test available on demand.

Credit Value: 5

### 2.2 Guided Learning Hours

**Specification Code:** ( )

Unit 1                      20 guided learning hours

Unit 2                      10 guided learning hours

Full Qualification                      30 guided learning hours

### 2.3 Unit 1

#### **Unit 1 ( ) An Introduction to Counselling**

- Element 1: Define Counselling and Counselling Skills
- Element 2: Identify and practise Initial Counselling Skills

### 2.4 Unit 2

#### **Unit 2 ( ) First Steps in the Theory of Counselling.**

### 2.5 On-Demand test ( )

A 1 hour short answer test which examines Unit 1. The test is available to centres 'On-Demand' subject to a minimum of 4 weeks notice.

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## Subject Content

### 3

## Summary of Subject Content

3.1 Units available

Unit 1

An Introduction to Counselling ( )

Unit 2

First Steps in the Theory of Counselling ( )

# Unit 1

## An Introduction to Counselling

Course Reference Number	AO/602/0275
Level	2
Credit value	3 credits
Learning outcomes	Assessment criteria The Learner can:
1. Recognise the difference between Counselling and Counselling Skills or other helping activities	1.1 Compare the difference between counselling and counselling skills/other counselling activities
2. Studied BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy (2010), and its implications for counsellors' actions	2.1 Demonstrate knowledge of BACP's 'Ethical Framework for Good Practice in Counselling and Psychotherapy' (2010)
3. Know the personal qualities needed for the ethical use of counselling skills	3.1 Describe the personal qualities required for the ethical use of counselling skills
4. Able to identify basic counselling skills	4.1 List and describe basic counselling skills
5. Know how to use basic counselling skills	5.1 Demonstrate counselling skills in a basic role-play settings
6. Show understanding of boundaries and confidentiality	6.1 Identify and describe the reasons why boundaries and confidentiality are important concepts in the use of counselling skills
Additional information about the unit	
Unit purpose and aim(s)	This unit is a basic introduction to counselling concepts. The aim is to provide candidates with a rudimentary knowledge and understanding of the profession of counselling and how it differs from other helping activities, and they will also have gained some elementary knowledge and understanding of counselling skills.
Unit expiry date	31 December 2013
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	The unit has been mapped to the Skills for Health: Health and Social Care NOS: HSC232, HSC3111, HSC331 Linked to the NHS Knowledge and Skills Framework KSF: Core 3,3 and 6,3 HWB3,4

	Designed with reference to BACP Core curriculum
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<ol style="list-style-type: none"> <li>1. Candidate Learning Statement/Journal in which candidates must show that they have achieved each of the Learning Outcomes(Internally Assessed)</li> <li>2. Practical use of basic counselling skills (Internally Assessed)</li> <li>3. 'On Demand' test of 60 minutes duration, consisting of a number of short answer questions, and externally marked by AQA</li> </ol>
Support for the unit from a sector skills council or other appropriate body (if required)	Skills for Health
Location of the unit within the subject/sector classification system	01.3 Health and Social Care
Name of the organisation submitting the unit	Assessment and Qualification Alliance (AQA)
Availability for use	Further Education Centres/Independent Training Centres/Adult Learning Services Sixth Form Colleges
Unit available from	1 September 2010
Unit guided learning hours	20 (30 notional learning hours)

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## Concepts

## Suggested Reading

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Evans G, *Counselling Skills for Dummies*, John Wiley & Sons, 2007

Hough M, *Counselling Skills and Theory* (Second Edition), Hodder, 2006

Hough M, *A Practical Approach to Counselling*, (Second Edition). Longman, 2001

O'Farrell U, *First Steps in Counselling* (Third Revised Edition), Veritas Publications, 2006

Sanders P, *First Steps in Counselling: A Students' Companion for Basic Introductory Courses* (Third Edition) PCCS Books, 2002

Sanders P, *Step in to Study Counselling (A students' guide to learning counselling and tackling course assignments)*, (Third Revised Edition) PCCS Books, 2003

Stewart W, *An A-Z of Counselling Theory and Practice* (Fourth Edition), Nelson Thornes, 2005

Sutton J and Stewart W, *Learning To Counsel: Develop the Skills You Need To Counsel Others* (Second Revised Edition), How To Books, 2002

## Additional information for Tutors

### About this unit

Unit 1 of the Level 2 Award in Introduction to Counselling Concepts introduces the candidate to counselling concepts, and to the ethos and methodology of counselling. The successful candidate will have acquired knowledge and understanding of the profession of therapeutic counselling and will also have gained some knowledge and understanding of its basic counselling skills.

Please note: Candidates will be tested on their knowledge of terms and definitions taken from The British Association for Counselling and Psychotherapy's *Ethical Framework for Good Practice in Counselling and Psychotherapy, 2010*. Therefore, it is recommended that all candidates become familiar with this document.

### Aims

On successful completion of this unit, the candidates will:

- have gained insight into counselling and its ethos
- understand and use some basic counselling skills.

### Unit 1 Internal assessment

Tutors are required to assess candidates while they are on the course and to record their achievements on a formal AQA Candidate Assessment Sheet (CAS) (see Appendix H).

The tutor must assess candidates' achievements in respect of each of the learning outcomes specified for the unit in terms of the candidates' knowledge and/or recognition, and application of basic counselling skills.

Tutors should be aware of the 'introductory nature' of this award: candidates are not Counsellors – and it should be made clear to them that using basic counselling skills is not the same as counselling.

It is very important for tutors to monitor the progress made by candidates and to provide them with feedback where necessary to ensure that they remain on track.

### Assessing knowledge

The specification gives details of the learning outcomes that each candidate must achieve to qualify for a pass grade.

The tutor's task is to judge when each individual candidate has achieved enough to pass a learning outcome.

The decision must take into account the level of the award and its aims. To facilitate the assessment of knowledge, the standard instrument of assessment is the 'Learning Statement'.

Candidates should produce a brief 'Learning Statement' for each session of the course. This brief statement by the candidate will enable him or her to start to reflect on what has been learned, and tutors should encourage candidates to develop a reflective style of reporting for this purpose.

The Learning Statement may be written in the form of a journal or diary entry, which is also good practice for those candidates who choose to continue to study counselling. It is also a learning document, and may be useful to candidates in preparation for the On-Demand test.

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This Learning Statement is the tutor's principal vehicle for assessing the candidate's knowledge of Counselling Concepts. The tutor should record a pass grade on the CAS when they are confident the candidate has achieved the desired level for each learning outcome or criterion.

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### Assessing the use and understanding of Counselling Skills

The tutor is to observe the candidate as he/she participates in formal simulated role-play exercises. At this introductory level, candidates should be awarded a pass grade if they:

1. recognise when a Counselling Skill can be used with intention
2. identify appropriate circumstances to apply the skill during the course of an interpersonal engagement
3. show understanding of when to use the skill intentionally during the course of an interpersonal engagement.

Opportunity to assess a candidate may be found in each of the following roles

- Listener or Helper ('Counsellor')
- Observer
- Talker ('Client').

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### Grades

Tutors grade candidates Pass (P) where the learning outcomes have been achieved and Refer (R) where they have not.

All internal tutors should be mindful of the 'introductory' nature of this award when teaching and assessing their candidates. Candidates are not expected to achieve full competence in the use and application of the counselling skills; therefore, a 'pass' grade should reflect the candidates' achievement in respect of the learning outcomes specified in the unit.

All internal assessments must be completed during the lifetime of the course.

Please ensure that all candidates are made aware of the following at the outset of their course.

*Candidates are required to complete all assessed work and to submit it to the tutor for marking within the course boundaries. Tutors should allow time in their assessment plan for candidates to re-work referrals.*

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. Tutors may contact AQA for further information or help.

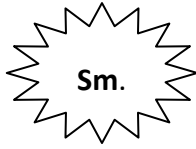
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### Essential information for tutors

Teaching on this course should be within the 'counselling methodology' and should be broad based to give candidates a flavour of good safe counselling practice.

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Delivering the course/  
teaching notes



Tutors must bear in mind the introductory nature of this qualification and the limited teaching time available. Teaching should focus on the Counselling Concepts and on developing the candidates' recognition of the Counselling Skills defined within the specification. The course design should reflect this focus by ensuring that a high proportion of the time available for learning is spent in practical sessions involving demonstrations and simulated practice of the counselling concepts and skills. Underpinning theoretical knowledge should be introduced as appropriate to support candidates' development. The importance of spiritual, moral, ethical, social, cultural, health and safety issues must be emphasised and must be incorporated in all learning activities undertaken by both tutors and candidates.

It is envisaged that concepts involving the use of basic counselling skills should be introduced in such a way that the candidates learn to identify the skills experientially.

It is recommended that, where appropriate, the units be incorporated into a single basic course. This will simplify the course design and help candidates.

Centres may, however, choose to offer the units as discrete courses.

Tutors are expected to maintain a predominantly counselling approach to the teaching and learning of the counselling concepts, and to work at all times to an appropriate Code of Ethics and Practice for Trainers in Counselling Skills.

At this qualification's level, Level 2, AQA considers that it is not appropriate to refer to candidates as 'Counsellor' or 'Client'. Therefore, it is recommended that tutors use terms such as 'Helper' or 'Listener' when assigning roles to candidates participating in role-play or simulated interview exercises.

*This qualification does not confer on successful candidates a right or entitlement to practise counselling. This fact should be pointed out to all candidates and applicants for this qualification.*

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External assessment  
(test)

This is an 'On Demand' test of 60 minutes duration and will consist of a number of short answer questions.

The pass mark determined by AQA is 60%.

AQA centres can hold On Demand tests on dates, and times, convenient to themselves, provided that test papers are ordered at least four weeks in advance.

Candidates are assessed on their knowledge of the learning outcomes. See specimen question paper Appendix J.

Details of AQA On Demand Tests Regulations and the Candidate Entry Procedure are shown in Appendix I and can be obtained through AQA Offices.

AQA Counselling examinations and tests are conducted in accordance with the Awarding Bodies' common Instructions for the Conduct of Examinations, as current at the time of the examination.

Copies of AQA General Regulations for the Conduct of Examinations and Tests are available through AQA registered offices.

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## Unit 2

# First Steps in the Theory of Counselling

Unit Reference Number	Y/602/0297
Level	2
Credit value	2 credits
Learning outcomes	Assessment criteria The Learners can:
1. Have a basic understanding of the main elements of Psychodynamic Theory	1.1. Describe the main elements of Psychodynamic Theory
2. Have a basic understanding of the main elements of Humanistic/Person-Centred Theory	2.1 Describe the main elements of Humanistic/Person-Centred Theory
3. Have a basic understanding of the main elements of Cognitive-Behavioural Theory	3.1. Describe the main elements of Cognitive-Behavioural Theory
4. Have a basic understanding of the differences between the three different theories	4.1 Compare basic differences between the three theories
5. Show how theory might underpin counselling skills	5.1 Describe how theory might underpin skills
Additional information about the unit	
Unit purpose and aim(s)	This unit is a basic introduction to the roots of counselling theory. The aim is to show how theory underpins some of the skills identified and practised in unit 1, and to provide a rudimentary understanding of the three main areas of counselling theory, and how they begin to relate to counselling practice.
Unit expiry date	31 December 2013
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	The unit has been mapped to the Skills for Health: Health and Social Care NOS: HSC232, HSC3111, HSC350 Linked to the NHS Knowledge and Skills Framework KSF: core 3,3 6,6 and HWB4,3 Designed with reference to BACP Core curriculum

*Level 2 Award in Introduction to Counselling Concepts* - General Qualification

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Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<ol style="list-style-type: none"><li>1. A Learning Statement, internally assessed by tutors, to indicate where the Learning Outcomes have been achieved.</li><li>2. Basic role-play work showing the link between theory and skills</li></ol>
Support for the unit from a sector skills council or other appropriate body (if required)	Skills for Health
Location of the unit within the subject/sector classification system	01.3 Health and Social Care
Name of the organisation submitting the unit	Assessment and Qualification Alliance (AQA)
Availability for use	Further Education Centres/Independent Training Centres/Adult Learning Services Sixth Form Colleges
Unit available from	1 September 2010
Unit guided learning hours	10 (20 notional learning hours)

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## Additional information for Tutors

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### About this unit

Unit 2 of the Level 2 Award in Introduction to Counselling Concepts requires approximately ten guided learning hours.

It is especially suitable for candidates who have an interest in the 'roots' of counselling and in how theory underpins the skills acquired in unit 1. The unit lends itself to tutor input and discussion or small group/seminar work.

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### Unit specific entry requirements

Unit 1 ( ) or equivalent.

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### Aims

On completion of this unit, candidates will:

- have a basic understanding of the three main areas of counselling theory: Psychodynamic principles, Humanistic/Person Centred approaches and Cognitive-Behavioural approaches
- be able to make some links between counselling theory and counselling skills.

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### Assessing the unit Internal assessment

Tutors are required to assess candidates whilst they are on the course and to record their achievements on a formal AQA Candidate Assessment Sheet (CAS). See Appendix H.

The tutor must assess the candidates' achievement in respect of each of the learning outcomes specified for the unit, outlined in the unit template in terms of the candidates' knowledge, and/or recognition and application of basic counselling skills.

Tutors should be aware of the 'introductory nature' of this award: candidates are not counsellors – and it should be made clear to them that using basic counselling skills is not the same as counselling.

It is very important for tutors to monitor the progress made by candidates and to provide them with feedback, where necessary, to ensure that they remain on track.

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### Assessing knowledge

The specification gives details of the learning outcomes that each candidate must achieve to qualify for a pass grade.

The assessor's task is to judge when each individual candidate has achieved enough to pass a learning outcome.

The decision must take into account the level of the award and its aims.

To facilitate the assessment of knowledge the standard instrument of assessment is the 'Learning Statement'.

Candidates should produce a brief 'Learning Statement' for each session of the course. This brief statement by the candidate will

enable him or her to start to reflect on what has been learned, and tutors should encourage candidates to develop a reflective style of reporting for this purpose.

The Learning Statement may be written in the form of a journal or diary entry, which is also good practice for those candidates who choose to continue to study counselling. Alternatively, it may be presented orally, taped or even spoken to the tutor in a formal interview, or as a short presentation delivered by a candidate/group of candidates in seminar form.

This Learning Statement is the tutor's principal vehicle for assessing the candidates' knowledge of counselling concepts. The tutor/assessor should record a pass grade on the CAS when they are confident the candidate has achieved the desired level for each learning outcome or criterion.

### Grades

Tutors grade candidates Pass (P) where learning outcomes have been achieved and Refer (R) where they have not.

All internal assessments are to be completed during the lifetime of the course.

Please make sure that all of the candidates are aware of the following at the outset of their course.

*Candidates must complete all assessed work and submit it to the tutor for marking during the lifetime of the course. Tutors should allow time in their assessment plan for the possibility of candidates needing to re-work referrals.*

Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. Tutors may contact AQA for further information or help. (See Section 5.8)

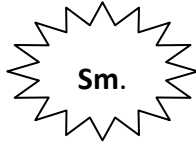
### Essential information for tutors

Teaching on this course should be within the 'counselling methodology' and should be broad based to give candidates a flavour of good safe counselling practice.

### Delivering the course / teaching notes

Tutors must bear in mind the introductory nature of this qualification and the limited teaching time available.

The importance of spiritual, moral, ethical, social, cultural, health and safety issues in counselling must be emphasised and be incorporated in all learning activities undertaken by both tutors and candidates.



It is recommended that, where appropriate, the mandatory and optional units be incorporated into a single basic course. This will enable centres to offer an Introduction to Counselling Concepts Course in one of the specific option units. This will simplify the course design and help candidates. Centres may, however, choose to offer the units as discrete courses.

Tutors are expected to maintain a predominantly counselling approach to the teaching and learning of the counselling concepts, and to work at all times to an appropriate Code of Ethics and Practice for Trainers in Counselling Skills.

At this level, AQA considers that it is not appropriate to refer to candidates as 'Counsellor' or 'Client'. Therefore, it is recommended that tutors use terms such as 'Helper' or 'Listener' when assigning roles to candidates participating in role-play or simulated interview exercises.

Tutors should be mindful of the 'introductory' nature of this award when teaching and assessing their candidates. Candidates are not expected to achieve full competence in the use and application of the counselling skills; therefore, a 'pass' grade should reflect the candidates' achievement in respect of the learning outcomes specified in the unit.

*This qualification does not confer on successful candidates a right or entitlement to practise counselling. This fact should be pointed out to all candidates and applicants for this qualification.*

## Scheme of Assessment

The Level 2 Award in Introduction to Counselling Concepts is assessed and awarded at Level 2 of the QCF. Level 1 is equivalent to GCSE grades D to G, whilst a Level 2 is equivalent to GCSE Grades A\* to C and the scheme of assessment detailed here is based on the learning outcomes and assessment criteria outlined in the units in Section 3:Subject Content.

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### 4.1 Aims and Objectives

#### The purpose of the award is:

1. to give candidates a 'taste of counselling', its concepts and methods
2. to provide the candidate with an introduction to basic counselling skills, and the beginnings of an understanding of counselling practices and their ethics
3. to enable candidates to learn to identify basic counselling skills defined within this specification
4. to enable candidates to either, learn some basic underpinning theory of counselling, or learn how basic counselling skills are applied to a defined situation.

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### 4.2

#### Unit 1 (VC01)

On successful completion of Unit 1, the candidate will have acquired:

- knowledge of the therapeutic counselling profession and of the personal qualities needed to succeed as a counselling practitioner
- knowledge of the ethical/moral values which underpin therapeutic counselling
- some basic counselling skills.

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#### Unit 2 (VC02)

On successful completion of Units 1 and 2, the candidate will:

- have applied some basic counselling skills in simulated role-play or
- have learned the foundations of the theory of therapeutic counselling **and** achieved the full award..

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### 4.3 Full award

On completion of the full award, the candidate will:

- have achieved the aims detailed in 4.2 Unit 1 ( ) and Unit 2 ( ).
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4.4	Progression opportunities	<p>There are several reasons to undertake this award. The first reason is to sample the professional arena of counselling. It is specifically suitable for those candidates who have little or no prior knowledge or experience of counselling even though they may be well qualified and experienced elsewhere. The award will prepare them to make an informed choice about counselling in their personal and professional development and enable them to progress to study at Level 3, such as: GCE A or A/S, in an appropriate social science.</p> <p>Alternatively, from this introductory course, candidates, at the recommendation of their tutors, may transfer to a vocationally related progression route, eg AQA Level 2 Certificate in Counselling Skills, and on to the AQA Level 3 Certificate and higher level qualifications within the Counselling suite. (See Appendix B for further details.)</p>
		<p>The second reason is for personal or professional development – people who work or deal regularly with other people, particularly in a supportive or advisory capacity, will benefit from gaining insight into the basic methods and concepts of Counselling. The qualification will improve the holder’s understanding and prospects for possible progression in their employment. (See Appendix B for further details.)</p>
4.5	Prior learning requirements	<p>Candidates must be sufficiently competent in reading, writing, speaking and listening to be able to participate in the course and assessment. For example, the Functional Skills in English at Level 1 or its equivalent should be sufficient. (See Appendix E for further details.)</p> <p>Centres’ candidate admission procedures should include a screening selection process in order to establish candidates’ suitability for counselling skills training.</p> <p><i>Prospective candidates for all counselling courses should be informed that whilst on the course, high priority will be given to moral and ethical issues, equal opportunities and the importance of <b>giving and receiving</b> personal sensitive information confidentially and in a non-judgemental way. This must be made clear to prospective candidates before admission to a counselling skills course.</i></p>
4.6	Assessment objectives Unit 1 ( )	<p>On completion of Unit 1 candidates will have achieved the learning outcomes specified within the unit template.</p>
	Unit 2 ( )	<p>On successful completion of Unit 2, candidates will have learned the foundation of the theory of therapeutic counselling.</p>
4.7	Assessment methods External assessment Assessing unit 1 ( )	<p>AQA On-Demand test – Introduction to Counselling Concepts. The pass mark, determined by AQA, is 60%.</p> <p>AQA centres can hold On-Demand tests on dates, and times, convenient to themselves, provided that test papers are ordered at least four weeks in advance.</p>

Details of AQA On-Demand Tests Regulations and the candidate entry procedures are shown in Appendix I and can be obtained through AQA Offices.

AQA Counselling examinations and tests are conducted in accordance with the Awarding Bodies' common Instructions for the Conduct of Examinations, as current at the time of the examination.

Copies of AQA General Regulations for the Conduct of Examinations and Tests are available through AQA registered offices.

Internal assessment  
Assessing unit 2  
( )

Unit 2 only Learning Statement (Internally assessed)

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4.8 Recording assessments within each unit

To obtain the full award, candidates must pass both Units, ( ) and ( ), together with the AQA Written test (On-Demand).

All internally assessed unit components are subject to external verification by AQA. The candidates' work must be assessed by a standardised tutor at appropriate points during the life of a course. Tutors must keep records of their assessments of individual candidates in a format which facilitates the complete and accurate submission of the final overall results at the end of the course.

For each internally assessed part of a Unit a grade of Pass (P) or Refer (R) for each candidate must be submitted to AQA on completion of the course prior to the test date.

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4.9 Internal Standardisation of marking

The centre is required to standardise the assessment across different tutors and teaching groups and within and across units to ensure that all work at the centre has been judged against the same standards. If two or more tutors are involved in marking units, one tutor must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis, and differences between assessments discussed at a training session in which all tutors involved must participate. The tutor responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. AQA External Verifiers are responsible for monitoring this process and may ask centres to provide them with documentary evidence.

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4.10 Tutor Standardisation

The process for both internal and external assessment for this qualification conforms to agreed procedures outlined in the Code of Practice. AQA is committed to the maintenance of national standards and will provide advice about and moderate the assessment of candidates' work in centres.

*Tutor standardisation is mandatory for all centres.*

AQA provides tutor standardisation meetings in the Autumn and Spring terms. Standardisation is required to ensure that all teachers and tutors delivering AQA VRQs in Counselling are up-to-date and able to work with AQA's assessment procedures, language and documents and apply pass standards accurately.

Tutors must attend an external standardisation meeting:

- before teaching and assessing candidates for AQA's Level 2

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Introduction to Counselling Concepts Award for the first time or as soon is as reasonable after starting to teach and assess, or

- if two years have expired since they were last standardised by AQA or, if required to attend by AQA.

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4.11 Language of examination

All assessment will be through the medium of English. Assessment materials will not be provided in Welsh or Gaelic.

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## Administration

### Availability of Assessment Units and Entry Details

5.1	Entry procedures and codes	<p>Centres must register as a centre with AQA before formally entering candidates.</p> <p>Entries are made through the AQA On Demand system, <b>not</b> through the normal AQA entry procedure. Order forms are available on request from AQA Dept. On-Demand Section at the Guildford office on 01483 477843, 477837, 556100 or 556101.</p> <p>Orders must be received by AQA at least four weeks before the proposed test date.</p> <p>The Unit Codes for entry for the Introduction to Counselling Concepts are as follows:</p> <p>Unit 1 ( ) An Introduction to Counselling Unit 2 ( ) First Steps in the Theory of Counselling.</p>
5.2	Availability of assessment units	<p>Units for this award are available from the AQA Guildford Office from September 2010</p>
5.3	Other entry considerations	<p><i>Prospective candidates for all counselling courses should be made aware that while on the course high priority will be given to moral and ethical issues, equal opportunities and the importance of <b>giving and receiving</b> personal and sensitive information confidentially and in a non-judgemental way. This must be made clear to prospective candidates before they are admitted on to a counselling course.</i></p> <p>Entry procedures at the centre should establish that applicants are suitable, eg by having achieved the National Framework foundation level of oral and written communication skills or its equivalent in prior learning or experience.</p>
5.4	Single entry units	<p>Centres wishing to offer a unit on a 'stand alone' basis must establish that the applicants are suitably experienced or qualified.</p>
5.5	Claiming a full award	<p>Please note that unit 1 or an equivalent qualification or prior learning experience is a pre-requisite for entry to unit 2 for candidates wishing to attain a full award. To claim a full award, candidates complete units 1 and 2, <b>and</b> the On-Demand external assessment test. Centres then return <b>both</b> to the AQA On-Demand section for a certificate to be issued.</p>
5.6	Private candidates	<p>This specification is not available for private candidates.</p>
5.7	Prohibited combinations	<p>A candidate while taking this qualification is prohibited from taking the AQA Level 2 Certificate in Counselling Skills.</p>

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## 5.8 Access arrangements and special consideration

AQA is committed to providing equal opportunities for educational achievement to every candidate and has accordingly considered the interests of minority communities in developing and administering this specification.

AQA pays due regard to the provisions of the 1995 Disability Discrimination Act in its administration of this specification and follows the guidelines outlined in the JCQ *document*' *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications* available through this link on our website: [www.jcq.org.uk](http://www.jcq.org.uk)

Arrangements may be made for students with special educational needs or candidates with disabilities to access assessment, and these arrangements must be made **before** the examination, eg the production of a Braille paper for a candidate with visual impairment. Special consideration can be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Where special help that goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and verification take place.

Tutors should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible. AQA will advise on the procedures to be followed in such cases.

Candidates who move from one centre to another during the course sometimes present a problem for internal assessment schemes. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

The Examinations Officer should apply online for access arrangements and special consideration following the eAQA link from our website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## 6

# Guidance on internally assessed components

### 6.1 Supervision and authentication of candidates' work

Centres and the supervising tutor are responsible for authenticating the origins of candidates' internally assessed work. AQA regulations regarding unfair practice must be brought to the attention of candidates.

Candidates' work to be assessed at the centre must be undertaken under conditions which allow the tutor to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

### 6.2 Guidance by the tutor

Candidates' work to be assessed at the centre must be solely that of the candidate concerned. Any assistance given to an individual candidate that is beyond that given to the group as a whole must be recorded on the Candidate Assessment Sheet (CAS).

### 6.3 Malpractice

At the start of each course, the centre must inform candidates of the AQA Regulations concerning malpractice. Candidates must not participate in any unfair practice in the preparation of work to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

### 6.4 Retaining evidence and re-using marks

The centre must retain the written work of candidates, with Candidate Assessment Sheets (CAS) attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the results are issued, provided there is no enquiry upon results made which will include the reassessment of a candidate's work.

If an enquiry is made, the work must remain under secure conditions until requested by AQA.

## 7.1 Verification procedures

External Verifiers are the first line of enquiry for centres and are able to advise and support the centre. They will be able to assist centres with any matters relating to internal assessment procedures.

AQA External Verifiers (EVS) are allocated to a centre and are responsible for reporting issues to AQA relating to the overall quality of delivery and assessment of AQA counselling qualifications at a centre.

External Verifiers normally visit centres annually to meet with curriculum managers and other tutoring staff. In some circumstances, a postal only verification may be authorised by AQA where a visit isn't possible.

External Verifiers moderate the centre's marking to ensure that assessment is consistently at the national level.

The External Verifier will confirm arrangements for sampling and verifying internal assessments with the centre. This will require access to the candidates' journals and will involve observation of practical skills role play assessments.

Centres are required to submit a sample of the candidates' work for verification at designated times **and importantly**, to submit centre marks to AQA by the date specified by the External Verifier.

External Verifiers can request a centre to re-mark candidates' work. External Verifiers produce an annual report for each centre they are allocated.

## 7.2 Post-Verification procedures

Some candidates' work may be retained by AQA for archive purposes. Centres will be informed which assessment elements are required to be submitted in the samples to the verifier.

## 8

# Awarding and Reporting

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8.1	Grading	<p>The Level 2 Award in Introduction to Counselling Concepts units are graded Pass (P) or Refer (R) only.</p> <p>Candidates who fail to reach the minimum standard for a Pass (P) in any assessed component will not receive a certificate.</p>
8.2	Shelf-life of unit results	<p>The shelf-life of individual unit results, prior to certification of the qualification, is limited only by the shelf-life of the specification.</p>
8.3	Assessment unit re-sits	<p>If a candidate is referred on an assessment component, they are able to repeat this at the discretion of the centre for the life of the specification.</p>
8.4	Minimum requirements	<p>Candidates must achieve a P grade for every assessment unit or combination of units to qualify for a full award. In all other cases, a statement of results will be issued. The full award requires a pass grade for Unit 1 and unit 2.</p>
8.5	Quality assurance	<p>The process for both internal and external assessment of this qualification will conform to the Code of Practice published by the regulatory authorities.</p> <p>AQA is committed to the maintenance of national standards and will provide advice about, and moderate, the assessment of candidates' work in centres.</p>

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## Find out more

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The range of support services for tutors and lecturers using this specification includes:

- easy access to the Counselling subject department for procedural support and advice to centres: [counselling@aqg.org.uk](mailto:counselling@aqg.org.uk)
  - individual support to centres provided by External Verifiers with a broad knowledge and understanding of our Counselling specifications
  - 24 hour support through our website and online 'Ask AQA' [www.aqa.org.uk/askaqa.php](http://www.aqa.org.uk/askaqa.php)
  - easy access to past question papers and mark schemes online: [aqg.org.uk](http://aqg.org.uk) [www.aqa.org.uk/admin/qp-mslibrary.php](http://www.aqa.org.uk/admin/qp-mslibrary.php)
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## Recommended Reading List

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Evans G, *Counselling Skills for Dummies*, John Wiley & Sons, 2007

Hough M, *Counselling Skills and Theory (Second Edition)*, Hodder 2006

Hough M, *A Practical Approach to Counselling (Second Edition)*, Longman, 2001

O'Farrell U, *First Steps in Counselling (Third Revision Edition)*, Veritas Publications, 2006

Sanders P, *First Steps in Counselling: A Students' Companion for Basic Introductory Courses Third Edition*, PCCS Books, 2002

Sanders P, *Step in to Study Counselling (A student's guide to learning counselling and tackling course assignments), (Third Revised Edition)*, PCCS Books, 2003

Stewart W, *An A-Z of Counselling Theory and Practice (Fourth Edition)*, Nelson Thornes, 2005

Sutton J, and Stewart W, *Learning to Counsel: Develop the Skills you need to Counsel Others (Second Revised Edition)*, How to Books, 2002.

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# Appendices

**A**

**Overlaps with other qualifications**

**B**

**AQA Counselling courses progression flow chart**

**C**

**Qualifications and Credit Framework (QCF) Level 2 descriptors**

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# A

## Overlaps with Other Qualifications

A.1	GCSEs	None.
A.2	Vocational GCSEs	None.
A.3	Advanced Level	None.
A.4	GNVQ	None.
A.5	Other Vocationally-related Qualifications	<p>The AQA Level 2 Award in Introduction to Counselling Concepts' individual units are available on a shared basis with other awarding bodies offering VRQs and may be used in combination with other awards towards complete qualifications.</p> <p>Some overlap with AQA's Vocationally related qualification Level 2 Certificate in Counselling Skills.</p>
A.6	Relationship with National Occupational Standards	<p>Where a clear relationship exists with national occupational standards, details are stated in Appendix D of the specification.</p>

# AQA Counselling Courses Progression Flow Chart

## VOCATIONALLY-RELATED

### QUALIFICATIONS IN COUNSELLING

From September 2010

**Level 2 Award in Introduction to Counselling**

**Concepts (L2)**

*An introduction to the nature of counselling*



**Level 2 Certificate in Counselling Skills (L2)**

**For candidates seeking to learn and practice a range of counselling skills**



**Level 3 Certificate in Counselling (L3)**

**For candidates not necessarily wanting to become a practitioner, but who want to become competent in the use of counselling skills**



**Level 4 Diploma in Therapeutic**

**Counselling (L4)**

**For candidates who want to work towards a qualification for professional counselling practice**

**Level 5 Diploma in Counselling (L5)**

**For practitioners who wish to acquire all the academic and personal qualities required for professional status as a counselling practitioner.**

**Holding a Level 4 award is a requirement for entry**

**C**

# Qualifications and Credit Framework (QCF)

## Level 2 Skills descriptors

Level	Summary of achievement	Knowledge and understanding	Application and action	Autonomy and accountability
2	The ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. Including taking responsibility for completing tasks and procedures and exercising judgement and autonomy subject to overall direction or guidance.	<p>Use understanding of acts, procedures and ideas to complete well-defined tasks and address straightforward problems.</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures.</p> <p>Exercise autonomy and judgement subject to overall direction or guidance.</p>

Source: QCF Regulatory arrangements: Regulatory arrangements for the Qualifications and Credit Framework. August 2008, page 47.

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**D****Mapping of AQA Level 2 Award in Introduction to Counselling Concepts to Skills for Health National Occupational Standards (NOS) and the NHS Knowledge and Skills Framework (KSF)**

Skills for Health's new occupational standards (NOS) for counselling were accredited in 2009. These new occupational standards supersede the ENTO standards.

This AQA General qualification in Counselling Concepts addresses counselling skills and theory at Level 2.

AQA Counselling units and qualifications address learning outcomes that are deemed to be appropriate for learners of counselling skills and theory at these levels. In addition, it is clear that AQA's Level 2 units could help learners address some of the NOS units and could be used to provide reliable evidence of the holder's achievement. The following table maps AQA units to the relevant Skills for Health NOS and the NHS Knowledge and Skills Framework (KSF) descriptors.

<b>AQA Unit code Level 2</b>		<b>Skills for Health Unit code and NHS Knowledge and Skills Framework code</b>
( )	Helps candidates working towards	<b>SkfH: HSC232, HSC3111, HSC331 NHS KSF: Core 3,3 6,6 HWB3,4</b>
( )	Helps candidates working towards	<b>SkfH: HSC232, HSC3111, HSC350 NHS KSF: Core 3,3 6,6 and HWB4,3</b>

E

# Functional Skills

Introduction

Counselling (helping Level 2) as an activity, relies almost entirely on interpersonal communicating. Therefore, candidates studying for this AQA award will be presented with opportunities to address the Functional Skills in English. Certainly, there will be opportunities in each unit for Speaking and Listening, Reading and Writing skills descriptors detailed below.

Although there is no specific requirement on this course for candidates to make presentations, it would not be difficult for such an activity to be included if the course tutor should wish it. In which case SL2.4, R2.1 and W2.2 could also be addressed.

There are also opportunities for producing evidence for Information Technology, particularly if the candidate uses a word processor for written work, and the internet for research purposes, in which case opportunities are available in every unit. Further information is available at [ictfunctionalskills@aqa.org.uk](mailto:ictfunctionalskills@aqa.org.uk)

**Speaking and Listening:  
Make a range of contributions to discussions and make effective presentations in a wide range of contexts**

- SL2.1 Listen to complex information and give a relevant, cogent response in appropriate language
- SL2.2 Present information and ideas clearly and persuasively to others
- SL2.3 Adapt contributions in discussion to suit audience, purpose and situation ✓
- SL2.4 Make significant contributions to discussions, taking a range of roles and helping to move a discussion forward to reach decisions (in a wide range of contexts)

**Reading : compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions**

- R2.1 Select and use different types of texts to obtain relevant information ✓

R2.2	Read and summarise succinctly information/ideas from different sources	
R.2.3	Identify the purposes of texts and comment on how effectively meaning is conveyed	✓
R2.4	Detect point of view, implicit meaning and/or bias	
R2.5	Read and actively respond to different texts (eg respond to each point in a letter of complaint)	
	<b>Writing: Write documents including extended writing pieces, communication information, ideas and opinions effectively and persuasively</b>	
W2.1	Present information / ideas concisely, logically and persuasively	
W2.2	Present information on complex subjects concisely and clearly	
W2.3	Use a range of different styles of writing for different purposes	
W2.4	Use a range of sentence structures, including complex sentences	
W.2.5	Punctuate accurately using commas, apostrophes and inverted commas	
W2.6	Ensure written work has accurate grammar, punctuation and spelling and that meaning is clear	

The table above signposts opportunities for the acquisition, development and production of evidence for Functional Skills units Level 2 in the teaching and learning modules of this specification. The degree of opportunity in any one module will depend on a number of centre-specific factors, including teaching strategies and levels of resources.

# F

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

- F.1 **Spiritual, Moral, Ethical, Social and Cultural Issues** The profession of therapeutic counselling is governed by high moral and ethical standards – this is exemplified by the BACP *Ethical Framework for Good Practice in Counselling and Psychotherapy, (2010)*. This specification has been designed to support these ideals and to ensure that they are featured heavily in the assessment of candidates. The units provide many opportunities for candidates to explore and increase their understanding of a wide range of spiritual, moral, ethical, social and cultural issues.
- F.2 **European Developments** European examples should be used, where appropriate, in the delivery of the subject content. Relevant European legislation is identified in the specification where applicable. Such legislative information will be available through professional bodies such as BACP and/or through European professional bodies, for example, The European Association of Counsellors (EAC).
- F.3 **Environmental Issues** In so far as environmental issues affect the delivery of the course, they must be taken into account. This information will be available from regulatory bodies such as BACP and EAC in their various publications and journals, websites and various guidelines for counsellors.
- F.4 **Health and Safety** Candidates are to be made aware of health and safety issues for counsellors and directed towards safe practice. This information will be available from regulatory bodies such as BACP and EAC, in their various publications and journals, websites and various guidelines for counsellors.
- F.5 **Sign-posting** The symbol shown below has been inserted in the left-hand column of each unit specification to highlight opportunities for tutors to emphasise and address the issues above.





Please complete a separate form for each course and send it to AQA 28 days **prior** to the course start date.

**1. Centre details**

Centre name \_\_\_\_\_ Centre number 

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Course manager \_\_\_\_\_ Telephone number \_\_\_\_\_

Tutor(s) \_\_\_\_\_ Telephone number \_\_\_\_\_

Centre Address \_\_\_\_\_ e-mail: \_\_\_\_\_  
**Please enclose directions to site**

**2. Course details**

Course units	Unit 1				Unit 2			
Unit code	V	C			V	C		
Examination series								

Course start date: 

--	--	--	--	--	--

 Course end date: 

--	--	--	--	--	--

Regular attendance details: Day ..... Start time ..... End time .....

Additional sessions: (state, Day School, Week-end, etc.) .....

Date ..... Start time ..... End time .....

Date ..... Start time ..... End time .....

**3. Assessment plans**

Use the following table to show dates when centre assessed work will be available for external verification.

	VC			VC			VC			VC		
	Day	Mnth	Yr	Day	Mnth	Yr	Day	Mnth	Yr	Day	Mnth	Yr
Journal												
Practical												
Essay												

*Level 2 Award in Introduction to Counselling Concepts* - General Qualification

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**Signed** .....

**Date** .....

Name in block capitals .....

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**H**

# Candidate Assessment Sheets



## CANDIDATE ASSESSMENT SHEET LEVEL 2 AWARD IN INTRODUCTION TO COUNSELLING CONCEPTS

### An Introduction to Counselling

Name of Centre ..... Centre No. 

--	--	--	--	--

Candidate's surname & initials ..... Candidate No. 

--	--	--	--

Mandatory Unit 


Option Unit

Learning Outcomes and Assessment Criteria	Assessment Method	Date	Result P or R
<b>1. Recognise the difference between Counselling and Counselling Skills or other helping actions</b> 1.1 Compare the difference between Counselling and Counselling Skills/other counselling activities			
<b>2. Studied the BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy (2010) and its implications for counsellors' actions</b> 2.1 Demonstrate knowledge of BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy (2010)			
<b>3. Know the personal qualities needed for the ethical use of counselling skills</b> 3.1 Describe the personal qualities required for the ethical use of counselling skills			
<b>4. Able to identify basic counselling skills</b> 4.1 List and describe basic counselling skills.			
<b>5. Know how to use basic counselling skills</b> 5.1 Demonstrate counselling skills in basic role-play settings			

*Level 2 Award in Introduction to Counselling Concepts* - General Qualification

<p><b>6. Show understanding of boundaries and confidentiality</b></p> <p>6.1 Identify and describe the reasons why boundaries and confidentiality are important concepts in the use of counselling skills</p>			
<p><b>Option Unit 2 First Steps in the Theory of Counselling</b></p>			
<p><b>7. Have a basic understanding of the main elements of Psychodynamic Theory</b></p> <p>7.1 Describe the main elements of Psychodynamic Theory</p>			
<p><b>8. Have a basic understanding of the main elements of Humanistic/Person-Centred Theory</b></p> <p>8.1 Describe the main elements of Humanistic/Person-Centred Theory</p>			
<p><b>9. Have a basic understanding of the main elements of Cognitive-Behavioural Theory</b></p> <p>9.1 Describe the main elements of Cognitive-Behavioural Theory</p>			
<p><b>10. have a basic understanding of the differences between the three different theories</b></p> <p>10.1 Compare basic differences between the three theories</p>			
<p><b>11. Show how theory might underpin counselling skills</b></p> <p>11.1 Describe how theory might underpin skills</p>			

I certify that the candidate named on this form has attended a course at the above centre and has been assessed by me in respect of these learning outcomes and the work I have assessed is solely that of the candidate.

Tutor's Signature:..... Date: .....

Tutor's Name Printed:.....

**Centre to return top copy to:**

On-Demand Section, AQA, Stag Hill House, Guildford, GU2 7XJ

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# Regulations for the Conduct of On-Demand Tests

## Regulations for the Conduct of On-Demand Tests

### Introduction to Counselling Concepts

(To be read in conjunction with the AQA General Regulations)

#### 1 General

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AQA On-Demand tests are available only to AQA registered centres. The head of centre is responsible for the proper conduct of AQA On-Demand tests by observation of these instructions.

On-Demand tests are held at dates and times chosen by the centre. AQA provides the test material and marks the completed tests. Results and certificates are sent to the centre, usually within 28 days of receipt of the completed test papers.

#### Contacting the On-Demand Tests Office

Department OD	Telephone:
AQA	01483 556100
Stag Hill House	01483 556101
Guildford	01483 477843
Surrey	01483 477837
GU2 7XJ	
	E-mail: <a href="mailto:ondemand2@aqa.org.uk">ondemand2@aqa.org.uk</a>

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#### 2 Ordering On-Demand Test Papers Procedure

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1. On-Demand order forms are available from AQA or can be downloaded from the following link [http://web.aqa.org.uk/qual/vrq/intro\\_coun\\_teach.php](http://web.aqa.org.uk/qual/vrq/intro_coun_teach.php).
2. The order for an On-Demand test must be received by AQA at least 4 working weeks before the planned test date.
3. A separate order form is required for each test.
4. A charge is made for each test ordered.
5. Late orders are subject to a surcharge.

6. No refund is given for unused tests.

On-Demand Tests and associated material are despatched to the centre 4 weeks before the test date.

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### 3 Arrangements for Candidates with Special Assessment Needs

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3.1 For details of arrangements which may be made for candidates with special needs, centres should refer to the following inter-board booklet:

*Access arrangements and Special Consideration*

*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*

The booklet can be downloaded from the following web site [www.jcq.org.uk](http://www.jcq.org.uk)

Where a candidate takes an On-Demand test under adverse circumstances, the centre may submit an application for special consideration.

3.2 AQA is unable to supply papers in Braille or enlarged print for visually impaired candidates. However, provided permission has been obtained from AQA, centres may produce a Braille version of the paper or enlarged copies for candidates' use. Both the completed papers (Braille or enlarged) and the originals must be returned with the batch of test papers together with a covering letter confirming that no other copies were made.

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### 4 Administration

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On receipt of AQA's Test despatch, please check that it contains:

- Sealed packet containing Question papers
- Entry Mark Forms
- Regulations for the Conduct of these tests
- Invigilators' Instructions
- Returns envelope
- New Order Form.

Notify AQA immediately if there are any problems.

The sealed Question paper packet must be securely stored until the test is taken.

The Entry Mark Form requires the candidate's identity details to be entered on the form, **as they will appear on any certificate gained. The names must be completely accurate in both spelling and order to ensure that the certificates are correct.**

Complete the form as follows:

- List candidates in candidate number order – not alphabetically
- Use clear block capitals, putting the forename(s) first, followed by the surname.

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## 5 Safe Custody of Tests and Other Material

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Please note: All AQA On-Demand Question papers are live and highly confidential; they are the property of AQA and must not be used for any other purpose than the test. Centres **may not copy or retain** On-Demand test papers without written permission from AQA, to do so is a breach of these regulations and may jeopardise the centres' registered status. Centres must account for all AQA On-Demand test papers provided to them.

Question papers must remain in the sealed package and be locked away in a place of high security until the test is taken.

All Question papers and completed test material must be securely packaged and sent to AQA immediately on completion of the test using the packaging provided.

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## 6 Conduct of the Test

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On-Demand Tests are subject to the Joint Council for Qualifications' (JCQ) *Instructions for Conducting Examinations*. These are readily available from JCQ or from AQA's website [www.aqa.org.uk/admin/p\\_conduct.php](http://www.aqa.org.uk/admin/p_conduct.php)

The Question paper packet must be opened in front of the candidates unless prior permission to open it is given by AQA.

In the event of any discrepancies or problems arising from the contents of the packet, you must contact AQA's On-Demand Office for instructions. You must not copy or alter an On-Demand test in any way without AQA's prior permission.

You must ensure that the candidates fill in their personal details correctly and attach any additional sheets securely to the test paper before handing them in.

Finally, you must account for all of the test papers issued and ensure that none are taken away by the candidates.

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## 7 Post-Test Procedures

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Immediately the test is over, return the following documents to AQA in the packaging provided:

- All worked scripts complete with any additional sheets
- The Entry Mark Forms
- The Candidate Assessments Sheets (CAS) for coursework, if available
- All unused Question papers.

## **8 Results and Enquiries upon Results**

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On-Demand tests are sent to examiners for marking as soon as possible after their arrival in the On-Demand Office.

Results and Certificates are despatched to the centre, usually within 28 days.

To qualify for the Level 2 Award in Introduction to Counselling Concepts, a candidate must achieve a pass grade in both Units 1 and 2.

All other candidates are issued with a Statement of Results.

Enquiries upon Results must be made to AQA in writing within 21 days of receiving the results.

These regulations are also available [http://web.aqa.org.uk/qual.vrq/int\\_cert\\_coun\\_teach.php](http://web.aqa.org.uk/qual.vrq/int_cert_coun_teach.php)



Specimen Question Paper

Surname					Other Names				
Centre Number					Candidate Number				
Candidate Signature									

Leave blank
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General Qualification  
On Demand  
Level 2 Award

QUALIFICATIONS  
ALLIANCE

**LEVEL 2 AWARD IN INTRODUCTION TO  
COUNSELLING CONCEPTS**

**VC01**

**Unit 1 An Introduction to Counselling**

<b>No additional materials are required.</b>
--

Time allowed: 1 hour

**Instructions**

- Use blue or black ink or ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- Do all rough work in this answer book.
- Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 20.
- Mark allocations are shown in brackets.

For Examiner's Use			
Page	Mark	Page	Mark
2			
3			
4			
5			
Total (Column 1)		→	
Total (Column 2)		→	
TOTAL			
Examiner's Initials			

Put a tick (✓) in the box next to each of the following six statements to show whether they are **true** or **false**.

Statement	True	False
(a) Counselling skills are used by counsellors.		
(b) Mentoring can involve the use of counselling skills but is not the same as counselling.		
(c) The British Association for Counselling and Psychotherapy (BACP) produces an <i>Ethical Framework for Good Practice in Counselling and Psychotherapy. 2010</i>		
(d) The organisation, (Skills for Health) train people to become counsellors.		
(e) Summarising is a counselling skill.		
(f) Open-mindedness is a counselling skill.		

(6 marks)

**Section B**

**Answer all questions in the spaces provided.**

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- 2 The British Association for Counselling and Psychotherapy's *Ethical Framework for Good Practice in Counselling and Psychotherapy 2010* states that 'Wisdom' is one of the 'Personal moral qualities' that a counsellor should possess.

What does 'Wisdom' mean within the counselling relationship?

.....  
.....

(2 marks)

- 3 As Nick arrived for a counselling session he saw his counsellor, Carol, through her lounge window. She was taking a drink from what looked like a whiskey bottle. He noticed that Carol has smelled strongly of alcohol during recent counselling sessions.

Carol is not adhering to one of the *Ethical principles of counselling and psychotherapy* as defined by the British Association for Counselling and Psychotherapy. What is this 'Ethical principle'?

.....

(2 marks)

- 4 Mickey is unhappy about his job as a clerical assistant and decides to talk to his line manager about his concerns. The line manager listens to Mickey and uses a range of counselling skills, including the skill of 'summarising'.

(a) Give **two** reasons why the line manager might use the skill of 'summarising'.

1. ....

(1 mark)

2. ....

(1 mark)



**QUESTION 4 CONTINUES ON THE NEXT PAGE**

(b) Mickey makes the following statement:

"I've been in this job for ten years now and it's changed out of all proportion. It never used to be this bad. It was like being in a family working here but now everyone just keeps their heads down and we don't talk to each other anymore. We are all too busy. I feel like I'm on a hamster wheel and I can't get off. I might as well leave – but then where would I go? I've hardly any qualifications. I feel trapped here."

How might Mickey's line manager summarise this statement?

.....  
.....  
.....

(2 marks)

5 Luke, a counsellor at an agency, has noticed that his client, Maria has arrived late for her last three counselling sessions. When Luke enquires about this, she just shrugs her shoulders.

Maria arrives ten minutes late for the next session and asks if they can extend the session as she hasn't finished telling him about her new job. Luke has no other clients that evening but has to stay at the agency for a meeting later on. He considers Maria's request.

(a) Should Luke extend the session?

.....

(1 mark)

(b) Explain your answer.

.....  
.....

○  
—  
5

---

Dean is addicted to heroin and has come for an assessment session with Kira. Kira has very little experience of working with people who use drugs because she has very strong views that their distress is self-inflicted.

(a) Kira and her supervisor decide on a course of action.

Put a tick (✓) in the box next to the statement which would be the most appropriate ethical course of action for Kira to take.

- (i) Kira should be congruent and tell Dean that she does not approve of his drug taking but will continue to counsel him.
- (ii) Kira should write a letter to Dean saying that the sessions have been cancelled and that he will need to find another counsellor.
- (iii) Kira should refer Dean.
- (iv) Kira should stop counselling any clients. If she has such strong views then she is not fit to be a counsellor.

(1 mark)

(b) Give **one** example of how Kira could support herself as a counsellor.

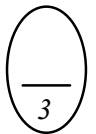
.....

(1 mark)

7 Whenever possible, to whom should a counsellor first speak when deciding to break 'confidentiality.'

.....

(1 mark)



**END OF QUESTIONS**

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Specimen Question Paper Mark Scheme



# On Demand Test

## Mark Scheme

*( ) Level 2 Award in Introduction to  
Counselling Concepts*

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*LEVEL 2*

**Section A**

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**1.**

Statement	True	False
(a) Counselling skills are used by counsellors.	✓	
(b) Mentoring can involve the use of counselling skills but is not the same as counselling.	✓	
(c) The British Association for Counselling and Psychotherapy (BACP) produces an <i>Ethical Framework for Good Practice in Counselling and Psychotherapy 2010</i> .	✓	
(d) The organisation, (Skills for Health) train people to become counsellors.		✓
(e) Summarising is a counselling skill.	✓	
(f) Open-mindedness is a counselling skill.		✓

1 mark for each correct response.

**(6 marks available for this question)**

### Section B

2. The British Association for Counselling and Psychotherapy defines *wisdom* as *possession of sound judgement that informs practice*.

**Acceptable answers could include the above statement or one from the following:**

A counsellor would be able to apply understanding to their work.

A counsellor would be able to apply insight to their work.

A counsellor would be able to apply good judgement to their work.

(2 marks)

**or**

A counsellor would have understanding.

A counsellor would have insight.

A counsellor would have good judgement.

**(2 marks available for this question)**

**No marks to be given for the following:**

A counsellor would be wise.

Any answers which suggest that the candidate has mistaken one of the other personal moral qualities for wisdom, e.g. 'sincerity'.

3. The Assessment Objective which applies to this question requires candidates to have 'studied the British Association for Counselling and Psychotherapy's *Ethical Framework for Good Practice in Counselling and Psychotherapy 2010* and so 2 marks are awarded for correct use of terminology, in this case, 'Non-maleficence' **or** 'Fidelity'.

(2 marks)

However, some candidates may have grasped the spirit of the 'ethical principles' and use terms such as:

a commitment to avoiding harm to their client.

not harming their client.

(1 mark)

**(2 marks available for this question)**

**No marks to be given for the following:**

reference to any one of the other *ethical principles* i.e. 'Beneficence', 'Justice' or 'Self-respect'.

Being drunk.

Not being fit to practice.

4. (a) **Acceptable answers could include two from the following:**

To help Mickey:

if he was stuck.

if he was going round in circles.

if he was confused.

If the interview needed moving forward.

To make sure that the line manager had understood the problem.

To gather important points together.

To help Mickey decide which of the points he wanted to talk about in more detail.

To convey to Mickey that she/he has heard what has been said.

*(1 mark for each)*

**(Maximum 2 marks)**

**No marks to be given for the following:**

To hurry Mickey up.

(b) **Acceptable answers could include** any appropriate, shorter account that captures **most** of the main points of Mickey's statement.

*(2 marks)*

**Acceptable answers could also include** any appropriate, shorter account that captures **some** of the main points of Mickey's statement.

*(1 mark)*

**(4 marks available for this question)**

5. (a) **Correct answer:** No.

*(1 mark)*

**No marks to be given for the following:**

Yes.

Perhaps.

By 5 minutes.

(b) **Acceptable answers could include one of the following:**

Because this would be breaking a boundary.

Because this would be against the agreed contract.

Because Maria's hour started at the agreed time whether she was there or not.

*(2 marks)*

---

Answers that show less understanding could include:

Because it is unethical.

(1 mark)

**(3 marks available for this question)**

No marks to be given if the answer to (b) follows a 'yes' response to Question 5(a)

6. (a) **Correct answer:**

Kira should refer Dean.

**No marks to be given for the following:**

She should put her views to one side and work with Dean.

She should not work with him (*without any reference to referral*).

She should discuss the situation in supervision (*because this would happen too late*).

(1 mark)

(b) **Acceptable answers could include one of the following:**

Seek personal counselling to explore her prejudice.

Participate in training for working with addiction.

(1 mark)

**(2 marks available for this question)**

**No marks to be given for the following:**

Kira should do nothing.

Kira should be able to work with anyone.

7. **Acceptable answers could include one of the following:**

The client in question.

The counsellor's supervisor.

(1 mark)

**(1 mark available for this question)**

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**No marks to be given for the following::**

The client's GP.

The Police.

Social Services.

The British Association for Counselling and Psychotherapy.

Counselling, Advice, Mediation, Psychotherapy, Advocacy and Guidance.

**(20 marks available for overall Test.)**

**End of Test.**

**LEVEL 2 AWARD IN INTRODUCTION TO COUNSELLING CONCEPTS ( )**

<b>Assessment Objective</b>	<b>Question which addresses this Assessment Objective</b>
Know the difference between Counselling and Counselling Skills.	1
Know the role of professional and occupational standards setting organisations in counselling, e.g. BACP and Skills for Health.	1
Have studied BACP's <i>Ethical Framework for Good Practice in Counselling and Psychotherapy 2010</i> .	2,3
Know the core qualities needed for the ethical use of counselling skills.	2
Know counsellors' basic values.	3
Understand what a counselling skill is.	1
Understand the basic counselling skills identified in the subject content for the unit.	4
Know the application for the counselling skills defined in this specification safely and empathetically to assure the health and safety of both counsellor and client.	4
Understand boundaries and confidentiality.	5,7
Understand personal limitations and the importance of referral.	6