



VRQ Specification

Level 2 Certificate in Counselling Skills

For first teaching September 2010

For first award January 2011

Special Features

- QCF unit-based qualification

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

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Background Information

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Introduction

1.1	Qualifications and Credit Framework	The AQA Level 2 Certificate in Counselling Skills is a Qualifications and Credit Framework (QCF) qualification: Reference Number (500/9848/2). The learning outcomes and assessment objectives of this specification are at Level 2 on 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>This specification aims to provide a comprehensive introduction to the vocation of counselling and is suitable for the following candidates:</p> <ul style="list-style-type: none"> • those intending to enhance their functional role by acquiring proficiency across a range of counselling skills • candidates who want to progress to practitioner level in counselling and who consider skills acquisition and practice as a sound basis for starting their training. <p>The main objective of this award is that on completion candidates will:</p> <ul style="list-style-type: none"> • be competent in using a full defined range of counselling skills • know not only <i>what</i> skills they are using but also <i>why</i> they are using them • understand the importance of using counselling skills ethically and within The British Association for Counselling and Psychotherapy's (BACP) '<i>Ethical Framework for Good Practice in Counselling and Psychotherapy</i>' (2010) • gain access to progression opportunities in employment • gain access to progression opportunities in education and training.
1.3	Links with professional accreditation bodies	This award was designed in line with the qualifications regulatory process with regard to the relevant professional bodies such as the BACP.

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 on 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 (VRQ) 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.

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Specification at a Glance

AQA Level 2 Certificate in Counselling Skills

2.1 The Qualification

To qualify for this award, a candidate must pass the Mandatory Unit 1 () comprising () and () and 1 Optional Unit chosen by the centre from the list below

Credit Value: 15

2.2 Guided learning hours - 75 GLH

2.3 Mandatory Unit 1 (10 Credits)

2.4 Units 2 to 4 (5 Credits each)

Specification Code: ()

Mandatory Unit 1 () Skills Acquisition and Practice

Internally assessed component () 50 guided learning hours

Externally assessed component ()

Option Units 2 to 4 (to) 25 guided learning hours

- Full qualification 75 guided learning hours
- Select one unit from the following approved list of AQA Level 2 Certificate in Counselling Skills units
- Unit 2 () Working with Loss and Grief
- Unit 3 () Working with Children and Young People
- Unit 4 () Counselling Skills in the Workplace



Subject Content

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Summary of Subject Content

Units available

Mandatory Unit

Unit 1: () Skills Acquisition and Practice

Optional Units (one to be chosen)

Unit 2: () Working with Loss and Grief

Unit 3: () Working with Children and Young People

Unit 4: () Counselling Skills in the Workplace

Mandatory Unit

Skills Acquisition and Practice

Unit Reference Number	D/601/8731
Level	2
Credit value	10
Learning outcomes	Assessment criteria
The learner will be able to:	The learner can:
1. Initiate a helping interaction	1.1 Appreciate the meaning of the term Counselling Skills 1.2 Know the place of skills on a helping continuum 1.3 Understand how counselling skills relate to helping as a process 1.4 Identify and demonstrate Active Listening Skills 1.5 Be aware of potential health and safety risks to counsellor and client 1.6 Describe actions necessary to safeguard self and client where potential risks to health and safety are high
2. Develop and maintain the helping relationship	2.1 Identify and describe some of the key concepts from the three 'roots' of counselling (Humanistic, Cognitive-Behavioural, Psychodynamic) 2.2 Understand the need to move helping interviews forward 2.3 Identify positive and negative ways of moving the helping relationship forward 2.4 Identify and demonstrate the skills needed to develop and maintain the helping relationship 2.5 Identify appropriate actions in maintaining the safety of both 'counsellor' and 'client'
3. Conclude a helping interaction using counselling skills	3.1 Understand that endings are an integral part of the helping process 3.2 Understand the significance of goal and target setting in bringing a helping interaction to a close

	<p>3.3 Demonstrate the ability to conduct an empathic interview using the appropriate helping skills required to conclude a helping interaction</p> <p>3.4 Understand that endings are an opportunity for growth</p>
Unit purpose and aim(s)	<p>This unit introduces the candidate to counselling, its ethos and methodology, and enables the development of a number of fundamental counselling skills. It will help candidates to use counselling skills with the boundaries of professional guidelines on ethics and practice in counselling. The aims of the unit are to help candidates:</p> <ul style="list-style-type: none"> • identify and practise a defined range of counselling skills • understand the importance of the Therapeutic Alliance • understand Health and Safety issues to safeguard both the 'Counsellor' and the 'Client' • demonstrate self-awareness and reflection in the use of counselling skills • understand the importance of using counselling skills ethically and within BACP's <i>'Ethical Framework for Good Practice in Counselling and Psychotherapy' (2010)</i>
Additional information about the unit	
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)	<p>The unit has been mapped to the Mental Health NOS held by Skills for Health: MH21, MH97, MH98, MH99, MH100</p> <p>Also linked to Skills for Health Psychological Therapies: PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49</p> <p>Linked to NHS Knowledge and Skills Framework: HWB1, HWB2, HWB3, HWB4, HWB6</p> <p>Designed with reference to BACP Core Curriculum</p>

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>Learning and Reflective Journal of coursework content (Journal entries up to 800 words) internally assessed</p> <p>Practical role-play assessment of candidates' ability to identify and demonstrate the counselling skills acquired throughout the unit. Candidates will also be assessed on their performance in the three roles of Listener or Helper (Counsellor), Observer and Talker (Client) internally assessed</p>
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	<p>01.3 Health and Social Care</p> <p>01.4 Foundation for Learning and Life</p>
Name of the organisation submitting the unit	Assessment and Qualifications Alliance (AQA)
Availability for use	<p>Further Education Centres</p> <p>Independent Training Centres</p> <p>Adult Learning Services</p>
Unit available from	1 September 2010
Unit guided learning hours	50 (100 notional learning hours)

Additional information for Tutors

About this unit

This unit introduces the candidate to counselling, its ethos and methodology, and it enables her/him to learn a number of fundamental counselling skills. Candidates will learn how to use the counselling skills within the boundaries of professional guidelines on ethics and practice in counselling. For this purpose the BACP's '*Ethical Framework for Good Practice in Counselling and Psychotherapy 2010*' is the preferred model. Centres may prefer to work to an alternative code of ethics and practice; this is permitted, although AQA may require assurance from the centre that its standards are comparable with the BACP framework.

Throughout the course of study for this unit, tutors are required to emphasise any specific or potential risks to the health and safety of counsellors and their clients, which may result from any aspect of the counselling process. Particular reference should be made to the dangers inherent in working with violent, aggressive or high-risk clients. The care and protection of and any legal obligations to, vulnerable people such as children, young people, people with learning disabilities, must also be addressed. Tutors must also stress the importance to the counselling process of maintaining appropriate moral and ethical, standards.

The unit provides many opportunities for candidates to develop their spiritual, moral, ethical, social and cultural understanding.

The unit is divided into three elements or logical stages, to facilitate both the delivery and the learning processes. Candidates will be assessed by a combination of internal and external processes to ensure accurate and reliable results.

Candidates acquire through group tuition, small group work, individual practice, and the giving and receiving of non-judgemental feedback, a range of counselling skills.

The skills are grounded in the Egan (6th Edition) Three Stage or Phase Model but the structure is not rigidly adhered to. The **skills acquired** from this unit will be as follows:

Setting up an interview

Skills of attention-giving
Readiness of self
Setting and clarifying boundaries (eg of time and confidentiality).

Sharpening observation Listening

Being alert to non-verbal signals
Taking in the whole message – content and effect
Focusing on the person, not the problem
Noting filters in self and other(s).

Responding skills

Paraphrase
Reflection
Focusing
Appropriate use of questions
Summarising

Managing silence.

When candidates are sufficiently practised in these basic counselling skills, they will move forward to learn the more complex responding skills of:

- appropriate challenge
- balancing support and challenge
- sensitive use of self-disclosure
- immediacy/using self and own feelings
- sensing or having a hunch
- helping insight into themes and patterns

Having developed proficiency in this deeper level of the counselling skills which enable greater insight, candidates move on to acquisition of skills associated with:

- assisting people to recognise their own resources
- facilitating goal/target setting (if appropriate)
- making appropriate and ethical referrals
- managing endings
- understanding the difference between counselling and counselling skills
- ethical concerns (related to, for example, confidentiality; referral)
- issues of equal opportunity
- issues of cultural diversity
- feedback as a counselling skill
- the importance of process (especially in relation to power and control)
- self-awareness, self-care and the self-concept
- the value of supervision
- value and belief systems.

The Mandatory Unit is underpinned throughout the learning programme with input on and growing awareness of, health and safety issues, spiritual, moral, ethical, social and cultural understanding, and the way in which the Core Qualities inform all helping interactions and are demonstrated by way of the counselling skills.

Unit specific entry requirements	None	
Scheme of internal assessment	Journal	Internally assessed
	Practical Skills Role-Play Assessment	Internally assessed
Introduction to Element 1	Initiating a helping interaction	
Subject content	<p>Knowledge of the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy 2010</p> <p>Health and safety risks and risk avoidance for Listener (Counsellor) and Talker (Client).</p> <p>Knowledge of the place of counselling skills on a helping continuum.</p> <p>The qualities of a skilled helper.</p> <p>Boundaries in the use of counselling skills.</p> <p>Individual, social and cultural pressures that affect helping relationships.</p> <p>Roles and responsibilities of users of counselling skills (eg supervision).</p>	
Element 2	Developing and maintaining the helping relationship.	
Introduction to Element 2	<p>The learning outcomes and assessment criteria focuses on the second stage/phase skills needed to develop and sustain a helping relationship. Candidates are required to build on the skills acquired in Element 1 and to develop an increasing awareness of selecting skills appropriate to a situation. Candidates are also introduced, at a basic level of understanding, to some of the concepts inherent in the three main roots of counselling. Candidates are not assessed on this aspect as theory, but the moral and ethical principles of the roots will inform and enhance the skills work.</p>	
Learning outcomes	As outlined in the Unit Template.	
Subject content	<ul style="list-style-type: none"> • Eliminating health and safety risks for Listener (Counsellor) and Talker (Client). • The Johari Window. • Risks and benefits of self-disclosure. • Challenging skills; balancing challenge and support. • Using silence. • Uses of immediacy; utilising the 'here-and-now'. • Enabling new perspectives. • Keeping focus. • The impact of value systems. • Advanced empathy. • Where counselling is 'coming from' 	

- Supervision and support.

Element 3	Conclude a helping interaction using Counselling Skills.
Introduction	In fulfilling the learning outcomes and assessment criteria candidates should be able to bring to a satisfactory and ethical close to both a single interview and a longer term helping relationship. It requires candidates to explore, at a basic level, some of the models that explain change, loss and separation. The importance of goal/target setting is worked on, with particular emphasis on power issues and their effect on goal setting, to ensure ethical practice. Skills appropriate to both loss/separation <i>and</i> to forward-looking are identified and practised. The responsibility for supervision/support is stressed.
Learning outcomes	As outlined in the Unit Template.
Subject content	<p>Health and safety for counsellor and client when concluding a helping interaction.</p> <p>Review of the BACP, Ethical Framework for Good Practice in Counselling and Psychotherapy 2010.</p> <p>Aspects of change and transition.</p> <p>Models of loss and change.</p> <p>Impact of loss on both parties of a relationship.</p> <p>Models for designing and implementing change.</p> <p>Referral and ethical issues relating to referral, eg - Skills for ending</p> <ul style="list-style-type: none"> - Summary skills - Evaluating skills - Responsible referral - Fostering further development.
Essential information for tutors	<p>This award does not provide the candidate with a professional qualification to practise as a counsellor, and tutors must ensure that candidates are aware of this.</p> <p>Tutors teaching AQA Counselling Awards are expected to work within the current BACP Ethical Framework for Good Practice in Counselling and Psychotherapy 2010, including the additional information for Trainers in Counselling Skills.</p> <p>When delivering a course leading to the AQA Level 2 Certificate in Counselling Skills, tutors are:</p> <p>required to give priority to the health and safety of their candidates and their clients. They must ensure that candidates are made aware of the hazards of using counselling skills and also know how to protect themselves and their clients</p> <p>should take into account signposts to develop candidates' spiritual, moral, ethical, social and cultural understanding when delivering the course</p>

material

must be aware that the course is **Skills** based and therefore the methods of teaching and learning adopted should focus on developing and practising counselling skills

are responsible for ensuring that their trainees consider the appropriateness of the setting in which they use their counselling skills and are aware of the consequences of inappropriate use

should ensure that their trainees are clear that using counselling skills may lead to conflicting responsibilities

should be aware that in delivering this course they must consistently link the underpinning knowledge with observable skills

allow candidates ample time for reflection and processing

should emphasise the difference between counselling and counselling skills.

Depth and level

For the purpose of both teaching and assessing it is important to establish the depth and coverage of topics. At Level 2 there is a danger of setting the levels too high or, in some cases, of setting them too low.

AQA Standardisation Training is designed to ensure that tutors recognise the level of performance a candidate must achieve to pass.

In essence, we are looking for candidates who are well grounded in the ethics and purpose of counselling, and these 'safety issues' should carry more weight than the use and application of counselling skills.

By the end of the course, candidates will know and recognise the range of counselling skills included in the unit they are studying and will make a reasonable attempt to use them in simulated counselling role play. They must recognise that the use of counselling skills can endanger both the counsellor and the client, and that the skill of protection must take precedence. Candidates must always be mindful of the BACP's Ethical Framework for Good Practice in Counselling 2010 and Psychotherapy (or another suitable Code of Conduct) and demonstrate this in their work on the course.

A candidate who is not quite competent to conduct a skilful counselling interview but who is conscious of her/his shortfall may still pass. But candidates who cannot accept, or do not abide by ethical guidelines must be referred.

To help emphasise the difference between Counselling and using Counselling Skills, tutors should use the term 'Listener' or 'Helper', not 'Counsellor' in skills practice work (reference to the BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010).

Tutors should be aware that they are expected to assess their candidates both formatively and summatively.

Formative assessment

Tutors should record candidates' progress and skills acquisition and proficiency through their performance in classroom exercises and role-play. Appropriate feedback from the tutor will assist candidates and let them know 'how they are doing'.

Summative assessment	The official internal assessment processes are as follows and results must be recorded on AQA Candidate Assessment Sheets (CAS) forms.
The Journal	<p>Candidates must keep a reflective journal to record what they learned from each course session, what they feel about it and how they may apply the learning in practice. Journal entries are a very good indication of each candidate's progress and the tutor should use them informally for this purpose. The journal is also a formal assessment vehicle and must be assessed formally at the end of each assessed element using the AQA Candidate Assessment Sheet (CAS).</p> <p>It is very important for the development of counselling skills for the tutor to monitor their candidates' performance and to give them constructive feedback on their progress throughout the course. The CAS should not be used for this purpose.</p>
Practical Skills Role-Play Assessment	<p>Tutors must be aware that they are responsible for formally assessing their candidates' ability to use the counselling skills learnt on the course. Therefore, the course should be structured to allow ample practice time.</p> <p>Candidates are to be formally assessed on their performance in three roles:</p> <ul style="list-style-type: none"> • Listener or Helper (Counsellor) • Observer • Talker (Client). <p>To achieve this, each candidate must attend three formal role-play exercises.</p> <p>Trio working throughout the course will prepare the candidate for this method of assessment.</p> <p>It is important that formal assessment dates are predetermined and made known to candidates to allow them time to prepare mentally and physically.</p> <p>For assessment purposes, counselling skills may be achieved in any of the three roles – eg appropriate self-disclosure can be achieved in the client role, ability to give non-judgemental feedback can be achieved in the observer role.</p>
Grades	<p>Tutors grade candidates Pass (P) where criteria have been achieved and Refer (R) where they have not.</p> <p>All internal assessment is to be completed and centre grades reported to AQA by the deadlines published by AQA for each examination series.</p> <p>This unit is assessed internally through criteria referencing evidence presented by the candidates, and externally through their performance in the external test.</p>
Assessment processes not completed by the normal end date of the course	<p>Tutors should ensure that all of the candidates are aware of the following, at the outset of their course.</p> <p>Candidates are expected 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 to allow candidates further opportunities to re-work referrals.</p> <p>Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. Tutors should contact AQA for further information or help. (See Section 5.8)</p>

**External assessment
(test)**

Centres are advised to refer to the specimen assessment materials available from AQA in preparing candidates for this unit. The test will be of 60 minutes in duration and will consist of a number of short answer questions.

Entry details and test dates are available from AQA offices.

Counselling examinations and tests must be 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's General Regulations for the Conduct of Examinations and Tests are available through AQA offices.

Suggested Reading

Level 2 Certificate in Counselling Skills: Unit 1

- Aldridge S and Rigby S, *Counselling Skills in Context*, Hodder & Stoughton, 2001
- Bond T, *Standards and Ethics for Counselling in Action* (Third Edition), Sage Publications, 2009
- De Board Robert, *Counselling for Toads*, Routledge, 1997
- Dryden W, *Counselling in a Nutshell*, Sage Publications, 2006
- Evans G, *Counselling Skills for Dummies*, John Wiley & Sons, 2007
- Feltham C and Dryden, W, *Dictionary of Counselling*, (Second Edition) Wiley-Blackwell, 2004
- Geldard D & K, *Practical Counselling Skills Training: An Integrative Approach*, Palgrave MacMillan, 2005
- Hough M, *Counselling Skills and Theory* (Second Edition), Hodder, 2006
- Hough M, *A Practical Approach to Counselling*, (Second Edition), Longman, 2001
- Nelson-Jones R, *Introduction to Counselling Skills: Text and Activities*. Sage Publications, 2008
- Sanders P, *Step in to Study Counselling (A students' guide to learning counselling and tackling course assignments)*. (Third Revised Edition) PCCS Books, 2003
- Sanders P Frankland A and Wilkins P, *Next Steps in Counselling Practice* (Second Revised Edition) PCCS Books, 2009
- 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

Optional Unit 2

Working with Loss and Grief

Unit Reference Number	M/601/8734
Level	2
Credit value	5
Learning outcomes	Assessment criteria
The learner will be able to:	The learner can:
1. Identify the different theoretical models of loss and grief	1.1 List and describe the key components of models associated with loss and grief (Bowlby, Kubler-Ross, Worden, Murray-Parkes and Stroebe & Schut) 1.2 Describe how this specialist knowledge of loss and grief can be applied in counselling practice. 1.3 Describe and demonstrate what is meant by 'The Grief Process'
2. Understand the context of counselling people with loss and grief issues	2.1 Identify the main issues affecting the use and application of counselling skills for loss and grief issues 2.2 Identify and demonstrate appropriate skills to use in a loss and grief helping interview
3. Promote ethical practice when addressing loss and grief issues	3.1 Identify and describe key challenges to ethical practice when working with people with loss and grief issues
4. Understand how to manage the helping interaction to keep both 'counsellor' and 'client' safe and supported	4.1 Identify key risks (ethical, legal, moral physical) to both 'counsellor' and 'client' 4.2 Identify the sources of support when working with loss and grief
5. Demonstrate an awareness of self in relation to others	5.1 Identify ways in which personal self-awareness has developed throughout this specialised unit
Additional information about the unit	
Unit purpose and aim(s)	<p>This unit has been designed to introduce candidates to the different models of loss and grief, and to enable the practise of skills within this specialised context.</p> <p>The aim of the unit is to help candidates:</p> <ul style="list-style-type: none"> Identify the different theories of loss and grief and the theorists behind them Provide an insight into the key issues affecting the use of counselling skills associated with loss and grief

	<ul style="list-style-type: none"> Promote ethical practice in the use of counselling skills Protect the health and safety of both counsellor and client Develop candidates' ability and knowledge to keep themselves safe and supported.
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)	<p>The unit has been mapped to the Mental Health NOS held by Skills for Health MH21, MH97, MH98, MH99, MH100</p> <p>Also linked to Skills for Health Psychological Therapies PT01-11; PT12-23; PT40, PT42, PT45, PT46,PT48,PT49</p> <p>Linked to NHS Knowledge and Skills Framework: HWB1, HWB2, HWB3, HWB4, HWB6</p> <p>Designed with reference to BACP Core curriculum</p>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>Learning and Reflective Journal of coursework content. (Journal entries up to 800 words) (Internally Assessed)</p> <p>Practical role-play assessment of candidates' ability to use the counselling skills learnt throughout the unit, and contextualised to loss and grief. Candidates will be assessed on their performance in the three roles of Listener or Helper (Counsellor), Observer and Talker (Client) (Internally Assessed)</p>
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	<p>01.3 Health and Social Care</p> <p>14.1 Foundation for Learning and Life</p>
Name of the organisation submitting the unit	Assessment and Qualifications Alliance (AQA)
Availability for use	<p>Further Education Centres</p> <p>Independent Training Centres</p> <p>Adult Learning Services</p>
Unit available from	1 September 2010
Unit guided learning hours	25 (50 notional learning hours)

Additional Information for Tutors

About this unit

This Level 2 option unit has been designed to provide opportunities for candidates to study and practise the application of counselling skills in a specialised context. The unit is available as the option component of the full Certificate in Counselling Skills award, or can be studied separately if preferred.

Loss and Grief (not necessarily only bereavement) are likely to be areas where counselling skills are particularly useful. Loss and its accompanying grief may be experienced in a very wide range of contexts, for example:

- Loss of job
- Break-up of relationship
- Loss of home
- Change of environment/school/home.

The skills acquired in the Mandatory Unit may be applied to great benefit in any or all of these. Understanding of health and safety issues relating to vulnerable clients is required. A full understanding of the theories of loss and grief is not required, nor is it seen as appropriate for this level. Some knowledge of the Models of Loss and of the Language of Loss (for example 'the grieving process') is, however, useful. Candidates are made familiar with some of the main models of grief, so that skills may be practised with awareness. As with the Mandatory Unit, ethical use of the skills involves 'intentionality' – in this case that the helper has evaluated a suitable model and has some awareness of how it informs their use of skills.

Unit specific entry requirements

Unit 1 or equivalent.

In addition:

Centres should be particularly careful when selecting candidates, or recommending this unit to prospective candidates, to ensure that the candidate is not currently experiencing some form of loss or grief.

Scheme of internal assessment

Journal	Internally assessed
Practical Skills Role-Play Assessment	Internally assessed

Learning outcomes

As outlined in the Unit Template

Subject content



The following subjects are to be included and studied in sufficient depth and detail to inform and support candidates' learning of counselling skills only. It is not necessary for candidates to study the theory of the underpinning knowledge for the award.

Models of grief and the reactions described in each

Kübler-Ross - *Stages of dying*
 Murray-Parkes- *Stages of grief*
 Worden- *Tasks of grief*
 Stroebe- *Dual process model*.
 The Eurocentric nature of the models

Reactions to loss

Emotional
Physical
Behavioural
Cognitive

Applications of Counselling Skills**What candidates will learn from this unit**

Candidates will learn how to conduct an empathetic and ethical interview with a person suffering some kind of loss, using the following counselling skills:

- how to ensure the health and safety of both listener (counsellor) and talker (client)
- hearing talker's concerns accurately
- empathetic listening
- beginning to focus
- ability to stay with talker's concerns
- sustaining the empathetic relationship.

Essential information for tutors

The health and safety of counsellor and client are paramount and tutors should be particularly careful when selecting candidates, or recommending this unit to prospective candidates, to ensure that the candidate is not currently experiencing some form of loss or grief. The moral and ethical dimensions of counselling practice must be stressed throughout.

This award does not provide the candidate with a professional qualification to practise as a Counsellor, and tutors must ensure that candidates are aware of this.

Tutors teaching AQA Counselling Awards are expected to work within the current BACP Ethical Framework for Good Practice in Counselling and Psychotherapy 2010, including the additional information for Trainers in Counselling Skills.

When delivering a course leading to the AQA Level 2 Certificate in Counselling Skills, tutors are:

- required to give priority to the health and safety of their candidates and their clients. They must ensure that candidates are made aware of the hazards of using counselling skills and also that they know how to protect themselves and their clients
- should take account of signposts to develop candidates' spiritual, moral, ethical, social and cultural understanding when delivering the course material
- must be aware that it is **Skills based** and therefore the methods of teaching and learning adopted should focus on developing and practising counselling skills
- should restrict the knowledge and theoretical input on the course to that needed to inform skills usage, and should develop and maintain the interest of their candidates
- are responsible for ensuring that their trainees consider the appropriateness of the setting in which they use their counselling skills and are aware of the consequences of inappropriate use
- should ensure that their trainees are clear that the use of counselling skills may lead to conflicting responsibilities
- should be aware that in delivering this course they must consistently link the underpinning knowledge with observable skills
- allow candidates ample time for reflection and processing.

If the candidates are studying for this unit only, they must read and show understanding of the current BACP *Statement of Fundamental Ethics for Counselling and Psychotherapy*.

Candidates should be given ample opportunity to practise their counselling skills throughout the unit through structured counselling practice, discussion and exercises. It is important that candidates have regular feedback on 'how they are doing' and be given early warning of any shortcomings. This can be achieved in a number of ways but preferably through group discussion and individual tutorial processes.

Candidates may need extra support early in the course to ensure that they are able to make meaningful journal entries.

This unit is entirely internally assessed and externally moderated. Tutors are required to attend AQA Standardisation Training prior to assessing candidates formally. (see Section 4.10)

Tutors should be aware that they are expected to assess candidates both formatively and summatively.

Formative assessment

Defined Counselling Skills are to be recorded, as they are acquired, and appropriate feedback given to the candidate.

Tutors should record candidates' skills acquisition and proficiency by way of their performance in classroom exercises and role-play.

The Journal

The reflective journal is designed to allow the candidate to reflect on the course content and the learning, as it takes place. It will show the

	<p>candidate's understanding of course material. Candidates should maintain the journal for the first two thirds of the course only. This will allow time for them to focus on the Practical skills role-play assessment during the last third.</p> <p>Tutors are required formally to assess the candidate's journal when it is completed and record the candidate's grade for each criterion on the official Candidate Assessment Sheet (CAS) and final result list supplied by AQA.</p>
Practical skills assessment	<p>Tutors are reminded that candidates are to be assessed in three roles:</p> <ol style="list-style-type: none"> 1. Listener (Counsellor) 2. Observer 3. Talker (Client). <p>Whatever role the candidate is in – eg appropriate self-disclosure can be observed when a candidate is in a 'Talker' role; or the ability to give non-judgemental feedback can be evidenced in the Observer role.</p>
Trio work	<p>Wherever possible, candidates should work in threes, so that in practical role-play, one of them can be 'The Client', one can be 'The Listener', and the third can be an 'Observer'.</p>
Grades	<p>Tutors grade candidates Pass (P) where criteria have been achieved and Refer (R) where they have not.</p> <p>All internal assessment is to be completed and centre grades reported to AQA by the deadlines published by AQA for each examination series.</p> <p>The tutor assesses this unit internally through criteria referencing evidence presented by the candidates.</p>
Depth and level	<p>For the purpose of both teaching and assessing, it is important to establish the depth and coverage of topics. At Level 2, there is a danger of setting the levels too high or in some cases, of setting them too low.</p> <p>AQA Standardisation Training is designed to ensure that tutors recognise the level of performance a candidate must achieve to pass.</p> <p>In essence, we are looking for candidates who are well grounded in the ethics and purpose of counselling, and these safety 'issues' should carry more weight than the use and application of counselling skills.</p> <p>By the end of the course, candidates will know and recognise the range of counselling skills included in the unit they are studying and will make a reasonable attempt to use them in simulated counselling role-play. They must recognise that the use of counselling skills can endanger both the counsellor and the client and the skill of 'protection' must take precedence. Candidates must always be mindful of BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010 (or another suitable Code of Conduct) and demonstrate this in their work on the course.</p> <p>A candidate who is not quite competent to conduct a skilful counselling interview but who is conscious of her/his shortfall, may still pass. But candidates who cannot accept, or do not abide by, ethical guidelines must be referred.</p>
Assessment not completed by the normal end date of	<p>Candidates are expected to complete all of the assessed work and to submit it to the tutor for marking within the course boundaries. Tutors should make this requirement clear to their candidates at the outset of the</p>

the course

course also allow time in their assessment plan for candidates to re-work referrals.

Working with Loss and Grief

Level 2

Suggested Reading

BACP Ethical Framework for Good Practice in Counselling and Psychotherapy. BACP, 2010

Humphrey G & Zimpfer D, *Counselling for Grief and Bereavement*, Second Edition, Sage Publications, 2007

Tschudin V, *Counselling for Loss and Bereavement*, Bailliere Tindall, 1996

Worden W, *Grief Counselling and Grief Therapy* Third Edition, Routledge, 2003

Optional Unit 3

Working with Children and Young People

Unit reference number	T/601/8735
Level	2
Credit value	5
Learning outcomes	Assessment criteria
The learner will be able to:	The learner can:
1. Identify the different theoretical models of development related to childhood and adolescence	1.1 List and describe the key components of models/theories associated with childhood and adolescence (Bowlby, Erikson, Klein, Winnicott) 1.2 Describe how this specialist knowledge of working with children and young people can be applied to counselling practice.
2. Understand the different contexts of counselling children and young people	2.1 Identify the main issues affecting the use and application of counselling skills for children and young people 2.2 Select and demonstrate appropriate counselling skills when working with children and young people
3. Promote ethical practice when working with children and young people	3.1 Identify key challenges to ethical practice when working with children and young people
4. Understand how to manage the helping interaction to keep both 'counsellor' and 'client' safe and supported	4.1 Assess key risks (ethical, legal, moral physical) to both 'counsellor' and 'client'
5. Demonstrate an awareness of self in relation to others	5.1 Identify ways in which personal self-awareness has developed throughout this specialised unit
Additional information about the unit	
Unit purpose and aim(s)	This unit has been designed to introduce candidates to the application of counselling skills in the specialised area of working with children and young people, and to enable the practise of newly acquired skills. The aim is to provide candidates with the ability to practise acquired counselling skills at a communication level appropriate to children and young people. The aim of the unit is to help candidates:

	<ul style="list-style-type: none"> • Provide an insight into the key issues affecting the use of counselling skills associated with working with children and young people • Promote safe, ethical practice in the use of counselling skills with children and young people • Protect the health and safety of both counsellor and client • Acquire knowledge of The Children's Act 1999 to enable understanding of boundary limitations when offering counselling skills in this specialised area • Develop the candidate's ability and knowledge to keep themselves safe and supported.
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)	<p>The unit has been mapped to the Mental Health NOS held by Skills for Health</p> <p>MH21, MH97, MH98, MH99, MH100</p> <p>Also linked to Skills for Health Psychological Therapies PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49</p> <p>Linked to NHS Knowledge and Skills Framework: HWB1, HWB2, HWB3, HWB4, HWB6</p> <p>Designed with reference to BACP Core curriculum</p>
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>Learning and Reflective Journal of coursework content. (Journal entries up to 800 words) (Internally Assessed)</p> <p>Practical skills role-play assessment of candidates' ability to use the counselling skills learnt throughout the unit, and contextualised to working with children and young people. Candidates will be assessed on their performance in the three roles of Listener or Helper (Counsellor), Observer and Talker (Client) (Internally Assessed)</p>
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	<p>01.3 Health and Social Care</p> <p>14.1 Foundation for Learning and Life</p>
Name of the organisation submitting the unit	Assessment and Qualifications Alliance (AQA)
Availability for use	<p>Further Education Centres</p> <p>Independent Training Centres</p> <p>Adult Learning Services</p>
Unit available from	1 September 2010
Unit guided learning hours	25 (50 notional learning hours)

Additional Information for Tutors

About this unit

This Level 2 option unit has been designed to provide opportunities for candidates to study and practise the application of counselling skills in a specialised context. The unit is available as an option component of the full Certificate in counselling Skills award, or may be studied separately if preferred.

Working with children and young people requires special application of the basic counselling skills in terms of communication. This unit enables candidates to practise the counselling skills at a communication level appropriate for a child or young person, but without being patronising or 'talking down'.

Some insight into the requirements of the Children Act 1999 is given to ensure that candidates are aware of boundary limitations when offering counselling skills in this area.

Candidates for this unit must comply with statutory requirements for police clearance as detailed in the *The Protection of Children Act 1999: A Practical Guide to the Act for all Organisations Working with Children, revised edition, February 2009*.

Unit specific entry requirements

Unit 1, Candidates currently working with children must have police clearance.

Scheme of internal assessment

Journal	Internally assessed
Essay	Internally assessed
Practical Skills Role-Play Assessment	Internally assessed

Learning outcomes

As outlined in the Unit Template

Subject content

The following subjects are to be included and studied in sufficient depth and detail to inform and support candidates' learning of counselling skills only. It is not necessary for candidates to study the theory of the underpinning knowledge for the award.

- Health and safety issues for Listener (counsellor) and Talker (client)
- Support and supervision
- Importance of setting(s)
- Relevant sections of the Children Act 1999
- Communication barriers
- Existential issues of concern to young people
- Referral
- Application of Counselling Skills.

What candidates will learn from this unit

Candidates will learn how to conduct an empathetic, safe and ethical simulated interview, with a young person using the following skills:

- hearing the talker's concerns accurately
- empathetic listening
- beginning to focus

- ability to stay with talker's concerns
- sustaining the empathetic relationship.

Candidates will learn how to evaluate the cultural and boundary issues involved in this area, and recognise the counselling skills to use in each situation in terms of:

- health and safety
- ethical, moral concerns
- equal opportunity issues
- cultural difference
- choice of skills
- consideration of the need for referral
- overall – meeting the talker's need

Essential information for tutors

The health and safety of counsellor and client are paramount and tutors should be particularly careful when selecting candidates, or recommending this unit to prospective candidates. They must be made aware of their statutory duty with regard to police clearance. The moral and ethical dimensions of counselling practice must be stressed throughout.

This award does not provide the candidate with a professional qualification to practise as a Counsellor, and tutors must ensure that candidates are aware of this.

Tutors teaching AQA Counselling Awards are expected to work within the current BACP Ethical Framework for Good Practice in Counselling and Psychotherapy 2010, including the additional information for Trainers in Counselling Skills.

When delivering a course leading to the AQA Level 2 Certificate in Counselling Skills, tutors are:

- required to give priority to the health and safety of their candidates and their clients. They must ensure that candidates are made aware of the hazards of using counselling skills and also that they know how to protect themselves and their clients
- should take account of signposts to develop candidates' spiritual, moral, ethical, social and cultural understanding when delivering the course material
- must be aware that it is **Skills** based and therefore the methods of teaching and learning adopted should focus on developing and practising counselling skills
- should restrict the knowledge and theoretical input on the course to that needed to inform skills usage, and should develop and maintain the interest of their candidates
- are responsible for ensuring that their trainees consider the appropriateness of the setting in which they use their counselling skills and are aware of the consequences of inappropriate use

- should ensure that their trainees are clear that the use of counselling skills may lead to conflicting responsibilities
- should be aware that in delivering this course they must consistently link the underpinning knowledge with observable skills
- should allow candidates ample time for reflection and processing.

Formative assessment

Defined Counselling Skills are to be recorded, as they are acquired, and appropriate feedback given to the candidate.

Tutors should record candidates' skills acquisition and proficiency by way of their performance in classroom exercises and role-play.

Trio work

Wherever possible, candidates should work in threes so that in practical role-play, one of them can be 'The Client', one can be 'The Listener', and the third can be an 'Observer'.

Grades

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

All internal assessment is to be completed and centre grades reported to AQA by the deadlines published by AQA for each examination series.

The tutor assesses this unit internally through criteria referencing evidence presented by the candidate.

The Journal

The reflective journal is designed to allow the candidate to reflect on the course content and the learning, as it takes place. The candidate is required to make an entry for every taught session of this unit. In the event that a candidate misses a session, he/she must make an entry to show that an attempt has been made to make up the missing subject matter. The journal will show the candidate's understanding of the subject content and progress towards the learning outcomes. Tutors are expected to monitor entries during the course and to provide the candidates with feedback.

Journals are to be formally assessed by the tutor. An official AQA assessment procedure and Candidate Assessment Sheet (CAS) are available from AQA offices for this purpose.

Depth and level

For the purpose of both teaching and assessing, it is important to establish the depth and coverage of topics. At Level 2, there is a danger of setting the levels too high or in some cases, of setting them too low.

AQA Standardisation Training is designed to ensure that tutors recognise the level of performance a candidate must achieve to pass. (See Section 4.10).

In essence, we are looking for candidates who are well grounded in the ethics and purpose of counselling, and these 'safety issues' should carry more weight than the use and application of counselling skills.

By the end of the course, candidates will know and recognise the range of counselling skills included in the unit they are studying and will make a reasonable attempt to use them in simulated counselling role play. They must recognise that the use of

counselling skills can endanger both the counsellor and the client and the skill of 'protection' must take precedence. Candidates must always be mindful of BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010 (or another suitable Code of Conduct) and demonstrate this in their work on the course.

A candidate who is not quite competent to conduct a skilful counselling interview but who is conscious of their shortfall may still pass. But candidates who cannot accept, or do not abide by, ethical guidelines must be referred.

Assessment not completed
by the normal end date of
the course

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

Working with Children and Young People

Level 2

Suggested Reading

BACP Ethical Framework for Good Practice in Counselling and Psychotherapy, BACP, 2010

Geldard D, *Counselling Adolescents: The Proactive Approach for Young People* (Third Edition), Sage Publications, 2009

Geldard D & K, *Counselling Children: A Practical Introduction* (Third Edition), Sage Publications, 2007

Mabey J & Sorensen B, *Counselling For Young People*. Open University Press, 1995

Optional Unit 4

Counselling Skills in the Workplace

Unit Reference Number	F/601/8737
Level	2
Credit value	5
Learning outcomes	Assessment criteria
The learner will be able to:	The learner can:
1. Understand the context of counselling in the workplace	<p>1.1 Identify and describe the main issues affecting the use and application of counselling skills for counselling in the workplace</p> <p>1.2 Select and demonstrate the use of appropriate counselling skills in a workplace setting</p>
2. Understand the strengths and limitations of counselling in a workplace setting	2.1 Identify and explain key strengths and key limitations of using counselling skills at work
3. Promote ethical practice when addressing counselling in the workplace	3.1 Identify and describe key challenges to ethical practice when using counselling skills in a workplace setting
4. Understand how to manage the helping interaction to keep both 'counsellor' and 'client' safe and supported	<p>4.1 Identify key risks (ethical, legal, moral physical) to both 'counsellor' and 'client' when using counselling skills in a workplace context</p> <p>4.2 Identify the sources of support when working with counselling skills in the workplace</p>
5. Demonstrate an awareness of self in relation to others	5.1 Identify ways in which personal self-awareness has developed throughout this specialised unit
Additional information about the unit	
Unit purpose and aim(s)	<p>This unit has been designed to provide candidates with the opportunity to study and practise the application of counselling skills at work</p> <p>The aim of the unit is to help candidates:</p> <ul style="list-style-type: none"> • Provide an insight into the key issues affecting the use of counselling skills associated with counselling within the workplace • Promote ethical practice in the use of counselling skills in a workplace context

	<ul style="list-style-type: none"> Protect the health and safety of both counsellor and client <p>Develop the candidate's ability and knowledge to keep themselves safe and supported</p>
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)	<p>The unit has been mapped to the Mental Health NOS held by Skills for Health</p> <p>MH21, MH97, MH98, MH99, MH100</p> <p>Also linked to Skills for Health Psychological Therapies PT01-11; PT12-23; PT40, PT42, PT45, PT46,PT48,PT49</p> <p>Linked to NHS Knowledge and Skills Framework: HWB1, HWB2, HWB3, HWB4, HWB6</p> <p>Designed with reference to BACP Core curriculum</p>
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	<p>01.3 Health and Social Care</p> <p>14.1 Foundation for Learning and Life</p>
Name of the organisation submitting the unit	Assessment and Qualifications Alliance (AQA)
Availability for use	<p>Further Education Centres</p> <p>Independent Training Centres</p> <p>Adult Learning Services</p>
Unit available from	1 September 2010
Unit guided learning hours	25 (50 notional learning hours)

Additional Information for Tutors

About this unit

This Level 2 option unit has been designed to provide opportunities for candidates to study and practise the application of counselling skills in a specialised context. The unit is available as an option component of the full Certificate in Counselling Skills award, or can be studied separately if preferred.

Counselling skills, and the values which underpin them, are relevant across all sectors of employment. This unit offers candidates the opportunity to practise the counselling skills acquired in the Mandatory unit across a wide range of work situations.

Unit specific entry requirements

Unit 1 or equivalent.

Scheme of internal assessment

Journal	Internally assessed
Essay	Internally assessed
Practical Skills Role-Play Assessment	Internally assessed

Learning outcomes

As outlined in the Unit Template.

Subject content

The following subjects are to be included and studied in sufficient depth and detail to inform and support the candidate's learning of counselling skills only. It is not necessary for candidates to study the theory of the underpinning knowledge for the award:

- Health and safety issues for counsellors and clients
- Work based stressors
- Benefits of stress reduction
- Symptoms of stress, anxiety, depression
- Bullying and harassment issues
- Management of own role and self-care
- Referral and own proficiency
- Boundary issues
- Application of counselling skills.

What candidates will learn from this unit

Candidates will learn how to conduct an empathetic and ethical interview, with a person suffering some kind of work-based stress using the following skills:

- hearing talker's concerns accurately
- empathetic listening
- beginning to focus
- ability to stay with talker's concerns
- sustaining the empathetic relationship.
- Candidates will learn the importance of enabling colleagues to manage stressful work situations, while maintaining own role. They will recognise:

- health and safety issues
- ethical, moral concerns
- equal opportunity issues
- cultural difference
- choice of skills
- consideration of the need for referral
- overall – meeting the talker's need

Essential information for tutors

The health and safety of counsellor and client are paramount and tutors should be particularly careful when selecting candidates, or recommending this unit to prospective candidates. The moral and ethical dimensions of counselling practice must be stressed throughout.

Tutors teaching AQA Counselling Awards are expected to work within the current BACP Ethical Framework for Good Practice in Counselling and Psychotherapy 2010, including the additional information for Trainers in Counselling Skills.

When delivering a course leading to the AQA Level 2 Certificate in Counselling Skills, Tutors:

- are required to give priority to the health and safety of their candidates and their clients. They must ensure that candidates are made aware of the hazards of using counselling skills and also that they know how to protect themselves and their clients
- should take account of signposts to develop the candidate's spiritual, moral, ethical, social and cultural understanding when delivering the course material
- must be aware that it is **Skills** based and therefore the methods of teaching and learning adopted should focus on developing and practising counselling skills
- should restrict the knowledge and theoretical input on the course to that needed to inform skills usage, and should develop and maintain the interest of their candidates
- are responsible for ensuring that their trainees consider the appropriateness of the setting in which they use their counselling skills and are aware of the consequences of inappropriate use
- should ensure that their trainees are clear that the use of counselling skills may lead to conflicting responsibilities
- should be aware that in delivering this course they must consistently link the underpinning knowledge with observable skills
- should allow candidates ample time for reflection and processing.

Formative assessment

Defined Counselling Skills are to be recorded, as they are acquired, and appropriate feedback given to the candidate.

Tutors should record candidates' skills acquisition and proficiency

by way of their performance in classroom exercises and role-play.

The Journal

The reflective journal is designed to allow the candidate to reflect on the course content and the learning as it takes place. The candidate is required to make an entry for every taught session of this unit. In the event that a candidate misses a session, he/she must make an entry to show that an attempt has been made to make up the missing subject matter. The journal will show the candidates' understanding of the subject content and progress towards the learning outcomes. Tutors are expected to monitor entries during the course and provide the candidates with feedback.

Journals are to be formally assessed by the tutor. An official AQA assessment procedure and Candidate Assessment Sheet (CAS) are available from AQA offices for this purpose.

Trio work

Wherever possible, candidates should work in threes so that in practical role-play, one of them can be 'The Client', one can be 'The Listener', and the third can be an 'Observer'.

Grades

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

All internal assessment is to be completed and centre grades reported to AQA by the deadlines published by AQA for each examination series.

The tutor assesses this unit internally through criteria referencing evidence presented by the candidate.

Depth and level

For the purpose of both teaching and assessing, it is important to establish the depth and coverage of topics. At Level 2, there is a danger of setting the levels too high or, in some cases, of setting them too low.

AQA Standardisation Training is designed to ensure that tutors recognise the level of performance a candidate must achieve to pass.(See Section 4.10).

In essence, we are looking for candidates who are well grounded in the ethics and purpose of counselling, and these 'safety issues' should carry more weight than the use and application of counselling skills.

By the end of the course, candidates will know and recognise the range of counselling skills included in the unit they are studying and will make a reasonable attempt to use them in simulated counselling role play. They must recognise that the use of counselling skills can endanger both the counsellor and the client and the skill of 'protection' must take precedence. Candidates must always be mindful of BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010 (or another suitable Code of Conduct) and demonstrate this in their work on the course.

A candidate who is not quite competent to conduct a skilful counselling interview but who is conscious of her/his shortfall may still pass. But candidates who cannot accept, or do not abide by, ethical guidelines must be referred.

Assessment not
completed by the normal
end date of the course

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

Counselling Skills in the Workplace

Level 2

Suggested Reading

BACP Ethical Framework for Good Practice in Counselling and Psychotherapy, BACP, 2010

Coles A, *Counselling in the Workplace*, Open University Press, 2003

Franklin L, *An Introduction to Workplace Counselling, A Practitioner's Guide*

Palgrave MacMillan, 2003

Scheme of Assessment

4

Introduction

The Level 2 Certificate in Counselling Skills is assessed and awarded at Level 2 on the QCF. Level 1 is equivalent to GCSE grades D to G, whilst a certificate at Level 2 is equivalent to GCSE grades A* to C.

The scheme of assessment detailed here is based on the learning outcomes and assessment criteria outlined in the units in Section 3: Subject Content.

4.1 Aims and objectives

Mandatory Unit ()

On successful completion of this unit, candidates will:

- take appropriate precautions to protect the health and safety of the Counsellor (Helper) and Client (Talker)
- be competent in using a defined range of counselling skills
- understand the importance of a Therapeutic Alliance
- understand the importance of using skills ethically and within the British Association for Counselling and Psychotherapy's (BACP) Ethical Framework for Good Practice in Counselling and Psychotherapy 2010 (or another code of conduct)
- demonstrate self-awareness and reflection in the use of counselling skills
- be able to progress to Level 3 and Level 4 qualifications.

4.2 Option units

Units () to ()

On successful completion of any one of the optional units, candidates will:

- take appropriate steps to protect the health and safety of the Listener (Counsellor) and Talker (Client)
- be able to apply the counselling skills defined in Unit 1
- understand how the context affects the use and application of counselling skills
- understand the ethics of using counselling skills within the specialism
- adhere to the BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010 (or another appropriate code) at all times.

4.3 Full award

On completion of the award, candidates will:

- understand the importance of ethical principles and practising ethical principles in the counselling process
- be competent when using specified counselling skills ethically in accordance with a code
- be able to apply counselling skills effectively in a specific situation
- have acquired the skills and knowledge necessary to assure the health and safety of both Listener (Counsellor) and Talker (Client)
- gain access to progression opportunities.

4.4 Progression opportunities

The specification provides clear opportunities for progression to the:

- AQA Level 3 Certificate or Level 4 Diploma
- other national framework Level 3 qualifications in the QCF
- employment
- career and personal development.

(Details of progression opportunities are outlined fully in the Appendix Section B)

4.5 Prior learning requirements

Candidates must have appropriate communication skills eg Functional Skills in Communication at Level 1 or above. There are no other entry requirements.

Centres' candidate admission procedures should include a screening selection process in order to establish candidates' suitability for counselling skills training.

*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 **giving and receiving** 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.*

4.6 Assessment objectives**Unit 1 ()**

Upon completion of this award candidates will have achieved the learning outcomes specified in the unit.

Units 2 – 4 (to)

Upon completion of any option unit candidates will have achieved learning outcomes specified within the unit

4.7 Assessment methods

The AQA Level 2 Certificate in Counselling Skills features both internal and external assessment processes.

Internal assessment**Internal Assessment Methods**

The following internal assessment methods apply to all of the Level 2 Counselling Skills units

- Counselling Journal
- Practical Skills Role-Play Assessment

The Counselling Journal

The Certificate content encourages the concept of 'intentionality', meaning that counselling skills should be used ethically and 'with intention' whether in a personal or professional context.

Candidates must keep a reflective learning journal covering all of the taught sessions for the course. They make an entry for every taught session, describing what they have learned during the session, what they think and feel about their learning, and if appropriate, how they envisage using it.

Nominal word limit: **Up to 800 words per entry.**

The journal must be handed in to the tutor to be formally assessed and the results reported to AQA by a deadline supplied by AQA. It is expected that centres will assess candidates' work formatively and monitor their progress throughout the course.

Final assessment should be timed to allow candidates an opportunity to rework those journal entries where assessment criteria have not yet been achieved, and for the centre to re-assess them.

There will be no further opportunities for candidates to rework journal entries after AQA's deadline. Late submissions are not acceptable unless exceptional circumstances have prevented a candidate from completing work. The centre may apply in writing to AQA for special consideration on behalf of a candidate before the due date. (See Section 5.8).

Practical Skills Role-Play Assessment

Throughout the course, candidates will be encouraged to differentiate between 'Counselling' and 'Counselling Skills', by the use of the terms 'Listener' and 'Helper' and not 'Counsellor' when practising skills work. This should be reinforced by tutors' consistent referral to the BACP's 'Ethical Framework for Good Practice in Counselling and Psychotherapy' (2010) or an equivalent code of practice.

Candidates' proficiency in the use of counselling skills is to be assessed by simulated role-play exercises. For this purpose, candidates must work together in trios, taking turns to be Listener (Counsellor), Talker (Client) and Observer. Debriefing sessions must follow each interview. Evidence for assessment purposes may be found at any stages in this process.

AQA standardised tutors can assess candidates' skills acquisition formatively over several formal sessions spread throughout the course, or summatively towards the end of the course. In either case, the final grade must be reported by the AQA deadline.

AQA External Verifiers are available to advise centres if required.

Internal assessment for each of the units is conducted by the course standardised tutor and is externally verified by AQA.

Internal assessment is the formal assessment of candidates' work by the centre.

All centre assessors must be officially standardised by AQA prior to assessing candidates' work for this award.

Standardisation training is provided by AQA at predetermined dates each year.

Standardisation is essential to ensure a high degree of consistency and reliability nationally in relation to assessing candidates' abilities. Standardisation is also a valuable aid to teaching a course.

Centre Course Managers are responsible for maintaining internal quality standards and consistency on and between similar courses at the centre. (See Section 4.10).

The method of assessment and procedures to follow are defined and published by AQA (see Section: 5.8 Administrative Procedures).

Assessment procedures and criteria prescribed by AQA for counselling awards are subject to regular review. Tutors and centres are required to plan formal internal assessments to coincide with AQA assessment deadlines. Candidates should be provided with details of internal assessment plans/schedules, usually within two weeks of starting the course.

4.8 Recording assessments within each unit

Candidates' work must be marked according to an assessment plan. Tutors must keep records of their assessments during the course in a format that facilitates the complete and accurate submission of the final summative assessments at the end of the course.

Final assessment decisions must be recorded on an AQA Candidate Assessment Sheet (CAS) as Pass(P) or Refer(R) only and sent to AQA External Verifiers by the assessment dates in January and June.

4.9 Internal Standardisation of marking

The centre is required to standardise internal assessment across different tutors and teaching groups, within and across units to ensure that all work 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. Differences between assessments should be 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.

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 Certificate in Counselling Skills for the first time or as soon as is reasonable after starting to teach and assess
 - if two years have expired since they were last standardised by AQA
 - if required to attend by AQA.
-

4.11 External assessment methods

External assessment is linked to the Mandatory Unit 1 and comprises an AQA set marked test of 60 minutes.

4.12 External assessment procedures

Details of examination dates and the candidate entry procedure 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.

4.13 Submitting marks and sample work for verification	<p>All centres are allocated an External Verifier on submission to AQA of the Course Registration Form CRF. An External Verifier (EV) will confirm arrangements for sampling and verifying internal assessments to the centre.</p> <p>External Verifiers will require access to candidates' journals at designated times during the course, and will be expected to attend a practical skills assessment at any time during the course (see Section 7 for more details).</p>
4.14 Qualification titles	<p>In accordance with the QCF, the Level 2 Certificate in Counselling Skills is available as a full award, or as individual units in their own right, or towards other qualifications held within the QCF. In accordance with this, either the full award or an individual unit will be titled accordingly.</p>
4.15 Language of examination	<p>All assessment will be through the medium of English. Assessment materials will not be produced in Welsh or Gaelic.</p>

5

Administration

5.1 Centre and course registration

Centres offering AQA's Vocationally Related Qualifications (VRQs) must be registered with AQA by the course start date, using the form CS/VER/1.

If not already registered: Apply for centre registration with AQA at www.aqa.org.uk/askaqa.php

- register the course using CS/VER/1
- complete the VRQ Centre Registration form
- return to the AQA Counselling Dept. A17 at AQA Guildford office by the course start date
- AQA will then provide centres with essential documents needed for the course, eg *Internal Assessment documents for Mandatory and Option units will be despatched to centres upon receipt of the course registration form*
 - Candidate Assessment Sheet (CAS) Level 2 Unit 1 Skills Acquisition and Practice
 - Candidate Assessment Sheet (CAS//) Level 2 Certificate Option Units
- if your centre is registered on e-AQA you will receive an email prompting you to submit entry information on line
- if you are not e-AQA registered we will send copies to your Examinations Officer
- both forms can be downloaded and are available on our website (www.aqa.org.uk/admin/pentries.php)

5.2 Availability of assessment units and certification

Assessment units and their components for this specification are available in two series: January and June of each year for the duration for which this specification is accredited: December 2013.

5.3 Entries

Centres entering candidates are required to do so by the following dates.

January series	21 October
June series	21 March

5.4 Single unit entry

Individual option units are available for certification. These may be used for continuing professional development purposes or to enable centres to offer a broader based course to meet a market demand. The procedure for registration and candidate entry is the same as that described below.

5.5 Claiming a full award

(Example)

When a centre runs a complete (1) year course comprising Mandatory Unit 1 and Option Unit 2, beginning in September and ending in June the following year: Centres are eligible to register a course at any time of the year, and for Centre logistical reasons, some choose to deliver the programme of units between January and June.

Stage	Process
1.	Register the course using CS/VER/1 and send to Department A17 Guildford office by course start date: 01483 477 835/6 or email to counselling@aqa.org.uk
2.	Enter candidates for units and components. Refer to 'AQA General Regulations' section 5 'Entry Administration'.
3.	Enter candidates for the Mandatory Unit and its components for either the January or June series as appropriate, using the following 3 codes () – the unit code () – internal coursework component () – External written test component
4.	Enter candidates for the Option Units 2 to 4 for either January or June series as appropriate. In this case, the code is: () for Unit 2.
5.	Apply for the Award When candidates have completed the Mandatory Unit and one Optional Unit they will have qualified for the Level 2 Certificate in Counselling Skills.
6.	The centre must claim the award using the Award Code 0506 at the same time as entering for the final units, in this example by March 21, or October 21 for the January Series.

5.6	Private candidates	This specification is not available to private candidates.
5.7	Prohibited combinations	There are no prohibited combinations of qualifications within the AQA Counselling suite. Units from this Award can contribute to another qualification when combined with other Awarding Body units within the QCF.
5.8	Access arrangements and special consideration	<p>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.</p> <p>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 '<i>Access Arrangements, Reasonable Adjustments and Special Consideration; General and Vocational Qualifications</i>' available through this link on our website: www.jcq.org.uk</p> <p>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.</p> <p>Where special help beyond normal learning support is given, AQA must be informed so that this can be taken into account when assessment and verification take place.</p> <p>Tutors should be able to accommodate the occasional absence of candidates by providing the opportunity for them to make up missed assessments.</p> <p>If work is lost, AQA should be notified immediately of the date of the loss, how it occurred and who was responsible. AQA will provide advice on what procedures to be followed in such cases.</p> <p>Candidates who move to another centre during a course can present a problem for internal assessment schemes. Possible courses of action depend on what stage a 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 assessments from the previous centre.</p> <p>Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.</p> <p>The Examinations Officer at the centre should apply online for access arrangements and special consideration following the eAQA link from our website: www.aqa.org.uk</p>

6

Guidance on internally assessed components

6.1	Supervision and authentication of candidates' work	<p>Centres are responsible for authenticating the origins of candidates' internally assessed work.</p> <p>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 undertaken outside the centre, this must take place under direct supervision to allow the tutor to authenticate each candidate's whole work with confidence.</p>
6.2	Guidance by the tutor	<p>Candidate's 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 by the tutor on the Candidate Assessment Sheet (CAS).</p>
6.3	Malpractice	<p>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. Candidates must also understand that to present material copied directly from books or other sources without proper acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to the AQA Malpractice Officer. The penalties for malpractice are set out in the AQA Regulations.</p>
6.4	Retaining evidence and re-using marks	<p>The centre must retain evidence of candidates' work attached to Candidate Assessment Sheets (CAS) under secure conditions, from the time assessment occurs, to allow for possible enquiries upon results. The work may be returned to candidates after results are issued, provided there is no enquiry upon results made which will include the reassessment of a candidate's work.</p> <p>If an enquiry is made, the work must remain under secure conditions until requested by AQA.</p>

7

Verification

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

The centre receives a report form giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made and the reasons for any adjusted marks.

Some candidates' work may be retained by AQA for archive purposes.

8

Awarding and Reporting

8.1	Grading, shelf-life and re-sits	Level 2 Units are graded Pass (P) or Refer (R) only
8.2	Shelf-life of unit re-sits	The shelf-life of individual unit results, prior to certification of the qualification, is determined by the life of the specification.
8.3	Assessment unit re-sits	Each internal assessment component may be re-sat once only. Candidates may, however, re-sit the whole unit more than once.
8.4	Minimum requirements	Candidates must achieve a P grade for every assessed unit or combination of units to qualify for a Certificate. In all other cases, a unit results slip will be issued.
8.5	Quality assurance	The process for both internal and external assessment for this qualification conforms to procedures outlined in the Code of Practice. AQA is committed to the maintenance of national standards and provides advice about and will moderate the assessment of candidates' work in centres.

Find out more

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@qa.org.uk
- quality training and helpful support for tutors provided by Senior Examiners and access to a full range of teacher support meetings: www.qa.org.uk/support/teahers.php
- 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 QA' www.qa.org.uk/askaqa.php
- easy access to past question papers and mark schemes online: qa.org.uk www.qa.org.uk/admin/gp-mslibrary.php
- free online results analysis with Enhanced Results Analysis (ERA) www.qa.org.uk/askaqa.php

Appendices

A

Overlaps with other qualifications

B

AQA Counselling courses Progression Flow Chart

C

Qualifications and Credit Framework (QCF) Level 2 Skills descriptors

D

Mapping of AQA Level 2 Certificate in Counselling Skills to Skills for Health National Occupational Standards (NOS) for Counselling and the NHS Knowledge and Skills Framework (KSF)

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A

Overlaps with other qualifications

A.1	GCSEs	None
A.2	Vocational GCSEs	None
A.3	Advanced Level GCEs	None
A.4	GNVQs	None
A.5	Other Vocationally Related subjects	The AQA Level 2 Certificate in Counselling Skills individual units are available on a shared basis with other awarding bodies offering VRQs and may be used in combination with other Awards towards other complete qualifications.

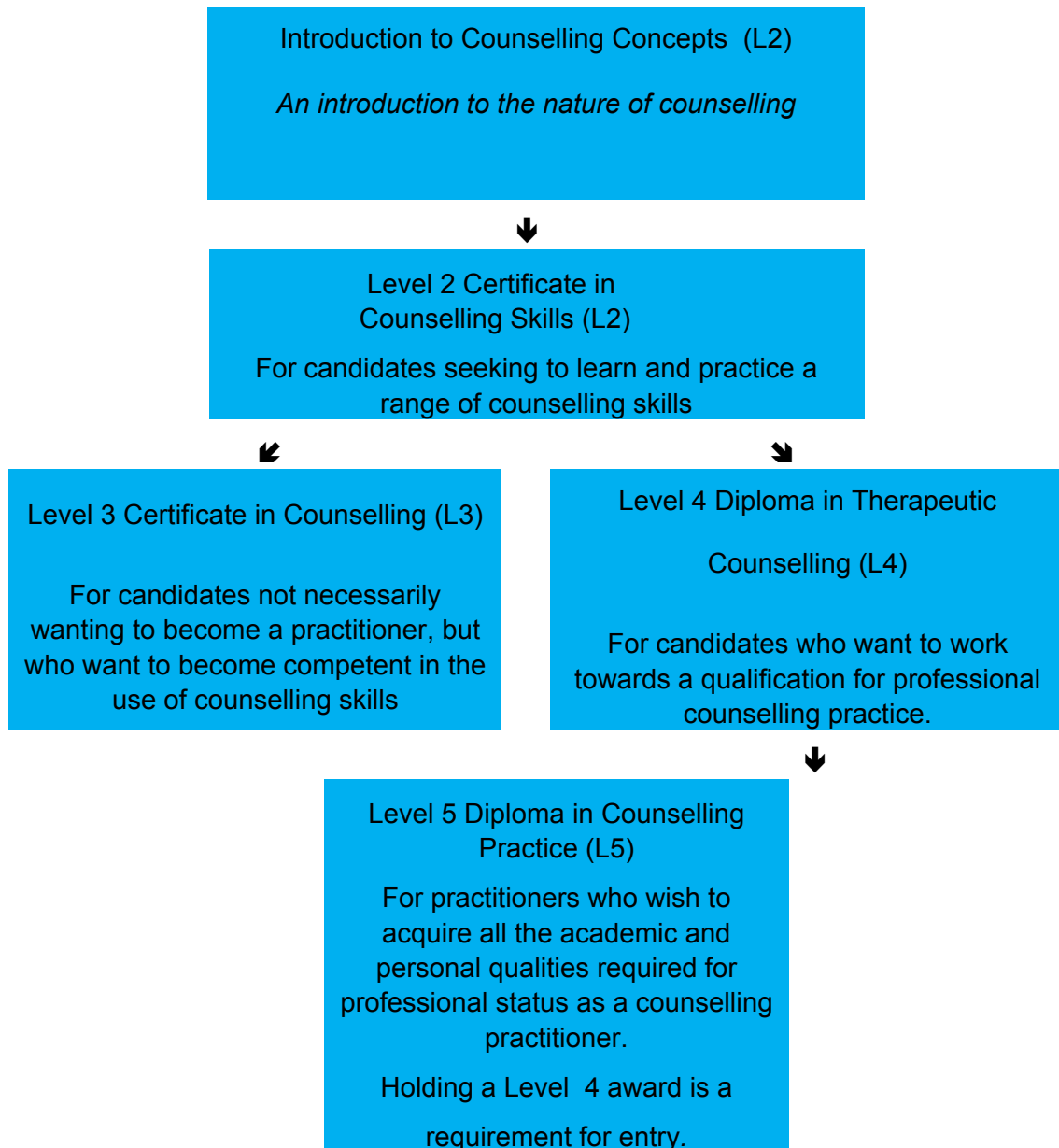
B

AQA Counselling Courses Progression Flow Chart

VOCATIONALLY-RELATED

QUALIFICATIONS IN COUNSELLING

From September 2010



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.

D

Mapping of AQA Level 2 Certificate in Counselling Skills to Skills for Health National Occupational Standards (NOS) for Counselling and the NHS Knowledge and Skills Framework (KSF)

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

AQA's Vocationally Related Qualifications (VRQs) in Counselling address counselling skills and theory at Level 2 and Level 3 and counselling practice at Level 5.

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 VRQ units could help learners to address **some of** the new NOS units and could be used to provide reliable evidence of the holder's achievement. The following table maps AQA units to the Skills for Health NOS units and the NHS Knowledge and Skills Framework Units they most closely relate to.

AQA unit code Level 2 Certificate		Skills for Health Unit code & NHS Knowledge and Skills Framework code
()	Helps candidates working towards	HSC434/KSFIK12; HSC234/KSFC6.2; HSC22/KSFC1.2; HSC24/KSFC6.2; HSC3116/KSFHWP1.2 (all Units)
()	Helps candidates working towards	HSC419/KSFHWP2.2; HSC384/KSFHWP4.3; HSC385/KSFHWP4.3 (INC. the above)
()	Helps candidates working towards	HSC427/KSFHWP2.4; HSC47/KSFHWP4.4/ HSC49/KSFHWP3.2; HSC316/KSFHWP4.3
()	Helps candidates working towards	HSC348/KSFHWP4.3 HSC434/KSFIK12; HSC234/KSFC6.2; HSC22/KSFC1.2; HSC24/KSFC6.2; HSC3116/KSFHWP1.2

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

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

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)	✓
Writing	Writing: Write documents including extended writing pieces, communication information, ideas and opinions effectively and persuasively	
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 at 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

Spiritual, Moral, Ethical, Social and Cultural Issues

An important design feature of AQA Counselling awards is their strict adherence to the BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010. The principles and guidelines contained therein inform every aspect of AQA Counselling awards. Candidates are required to consider the moral and ethical consequences of their learning and subsequent activity at every part of this specification.

European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

Environmental Issues

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report 'Environmental Responsibility: An Agenda for Further and Higher Education,' 1993, in preparing this specification.

Legal Issues

Data Protection. It is important that counsellors are aware of the legal issues that effect, or potentially effect, counselling and counsellors in practice. Although this advanced award does not include legal issues in its subject content, tutors must ensure that all candidates are aware of the legal consequences and implications related to the practice of counselling. In particular, matters such as the following should be included:

- Contracts and Contractual obligations
- Equal Opportunities
- Discrimination
- Children Act
- Human Rights

Health and Safety

This specification will encourage the development of a sense of responsibility for the health and safety of the self and others. Particular opportunities should be exploited to promote these issues.

Citizenship

This specification will assist with the development of candidates' reflection on and sense of social and moral responsibility. Opportunities will be available for the development of knowledge and understanding of responsibilities. The specification will assist with the development of the skill of enquiry and communication of topical issues.

Avoidance of Bias

AQA has taken great care in the preparation of this specification to avoid bias of any kind.

Issues for Centres in Wales and Northern Ireland

Terms, legislation or aspects of government that are different from those in England should not disadvantage candidates in Wales or Northern Ireland. Where such situations might occur, the terms

used have been selected as neutral, so that programmes can be developed to reflect local and regional circumstances.

G

Course Registration Form



CS/VER/1

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

--	--	--	--	--

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 3				Unit 4			
Unit code	V	C			V	C			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												

Signed Date

Name in block capitals

H

Candidate Assessment Sheets



CAS11

**CANDIDATE ASSESSMENT SHEET
LEVEL 2 CERTIFICATE IN COUNSELLING SKILLS
MANDATORY UNIT 1: SKILLS ACQUISITION AND PRACTICE**

Name of Centre

Centre No.

--	--	--	--	--

Candidate's surname & initials Candidate No.

--	--	--	--

Unit No.

--	--	--	--

LEARNING OUTCOMES & ASSESSMENT CRITERIA

In order to achieve a pass the candidate will show evidence of having achieved all the following Learning Outcomes.

		GRADE (P/R)		REFERENCES
		Tutor use RED pen please.		
		TUTOR		EV
		P	R	P/R
1.	Initiate a helping interaction			
	1.1 Appreciate the meaning of the term Counselling Skills			
	1.2 Know the place of skills on a helping continuum			
	1.3 Understand how counselling skills relate to helping as a process			
	1.4 Identify and demonstrate Active Listening Skills			
	1.5 Be aware of potential health and safety risks to counsellor and client			
	1.6 Describe actions necessary to safeguard self and client where potential risks to health and safety are high			
2.	Develop and maintain the helping relationship			
	2.1 Identify and describe some of the key concepts from the three 'roots' of counselling: Humanistic, Cognitive-Behavioural, Psychodynamic			
	2.2 Understand the need to move helping interviews forward			
	2.3 Identify positive and negative ways of moving the helping relationship forward			
	2.4 Identify and demonstrate the skills needed to develop and maintain the helping relationship			
	2.5 Identify appropriate actions in maintaining the safety of both counsellor and client			
3.	Conclude a helping interaction using counselling skills			
	3.1 Understand that endings are an integral part of the helping process			
	3.2 Understand the significance of goal and target setting in bringing a helping interaction to a close			
	3.3 Demonstrate the ability to conduct an empathic interview using the appropriate helping skills required to conclude a helping interaction			
	3.4 Understand that ending s are an opportunity for growth			

Tutor's comments

Tutor's Signature:.....

Date:.....

Tutor's Name Printed:.....

EV's Signature:.....

Date:.....



**CANDIDATE ASSESSMENT SHEET
LEVEL 2 CERTIFICATE IN COUNSELLING SKILLS
OPTION UNIT 2: WORKING WITH LOSS AND GRIEF**

Name of Centre Centre No.

--	--	--	--	--

Candidate's surname & initials Candidate No.

--	--	--	--	--

Unit No.

--	--	--	--	--

LEARNING OUTCOMES & ASSESSMENT CRITERIA

In order to achieve a pass the candidate will show evidence of having achieved all of the following Learning Outcomes.

	GRADE (P/R) Tutor use RED pen please.			REFERENCES
	TUTOR		EV	
	P	R	P/R	
1. Identify the different theoretical models of loss and grief 1.1 List and describe the key components of models associated with loss and grief (Bowby, Kubler-Ross, Worden, Murray-Parkes and Stroebe & Schut) 1.2 Describe how this specialist knowledge of loss and grief can be applied in counselling practice 1.3 Describe and demonstrate what is meant by 'The Grief Process'.				
2. Understand the context of counselling people with loss and grief issues. 2.1 Identify the main issues affecting the use and application of counselling skills for loss and grief issues. 2.2 Identify and demonstrate appropriate skills to use in a loss and grief helping interview.				
3. Promote ethical practice when addressing loss and grief issues 3.1 Identify and describe key challenges to ethical practice when working with people with loss and grief issues				
4. Understand how to manage the helping interaction to keep both 'counsellor' and 'client' safe and supported 4.1 Identify key risks (ethical, legal, moral, physical) to both 'counsellor' and 'client'. 4.2 Identify the sources of support when working with loss and grief.				
5. Demonstrate an awareness of self in relation to others 5.1 Identify ways in which personal self-awareness has developed throughout this specialised unit				

Tutor's comments

Copy to be sent to External
Verifier

Tutor's Signature:.....

Date:.....

Tutor's Name Printed:.....

EV's Signature:.....

Date:.....



**CANDIDATE ASSESSMENT SHEET
LEVEL 2 CERTIFICATE IN COUNSELLING SKILLS
OPTION UNIT 3: WORKING WITH CHILDREN AND YOUNG PEOPLE**

Name of Centre Centre No.

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Candidate's surname & initials Candidate No.

--	--	--	--

Unit No.

--	--	--	--

LEARNING OUTCOMES & ASSESSMENT CRITERIA
In order to achieve a pass the candidate will show evidence of having achieved all of the following Learning Outcomes.

		GRADE (P/R)		REFERENCES	
		Tutor use RED pen please.			
		TUTOR	EV		
		P	R	P/R	
1.	Identify the different theoretical models of development related to childhood and adolescence 1.1 List and describe the key components of models/theories associated with childhood and adolescence (Bowby, Erikson, Klein, Winnicott) 1.2 Describe how this specialist knowledge of working with children and young people can be applied to counselling practice.				
2.	Understand the different contexts of counselling children and young people 2.1 Identify the main issues affecting the use and application of counselling skills for children and young people. 2.2 Select and demonstrate appropriate counselling skills when working with children and young people.				
3.	Promote ethical practice when working with children and young people 3.1 Identify key challenges to ethical practice when working with children and young people				
4.	Understand how to manage the helping interaction to keep both 'counsellor' and 'client' safe and supported. 4.1 Assess key risks (ethical, legal, moral physical) to both 'counsellor' and 'client'				
5.	Demonstrate an awareness of self in relation to others 5.1 Identify ways in which personal self-awareness has developed throughout this specialised unit				

Tutor's comments

Copy to be sent to External Verifier

Tutor's Signature:.....

Date:.....

Tutor's Name Printed:.....

EV's Signature:.....

Date:.....



**CANDIDATE ASSESSMENT SHEET
LEVEL 2 CERTIFICATE IN COUNSELLING SKILLS
OPTION UNIT 4: COUNSELLING SKILLS IN THE WORKPLACE**

Name of Centre Centre No.

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Candidate's surname & initials Candidate No.

--	--	--	--	--

--	--	--	--

Unit No.

LEARNING OUTCOMES & ASSESSMENT CRITERIA

In order to achieve a pass the candidate will show evidence of having achieved all of the following Learning Outcomes.

GRADE (P/R) Tutor use RED pen please.		REFERENCES		
TUTOR	EV			

		P	R	P/R	
1.	Understand the context of counselling in the workplace 1.1 Identify and describe the main issues affecting the use and application of counselling skills for counselling in the workplace. 1.2 Select and demonstrate the use of appropriate counselling skills in a workplace setting.				
2.	Understand the strengths and limitations of counselling in a workplace setting 2.1 Identify and explain key strengths and key limitations of using counselling skills at work				
3.	Promote ethical practice when addressing counselling in the workplace 3.1 Identify and describe key challenges to ethical practice when using counselling skills in a workplace setting				
4.	Understand how to manage the helping interaction to keep both 'counsellor' and 'client' safe and supported 4.1 Identify key risks (ethical, legal, moral physical) to both 'counsellor' and 'client' when using counselling skills in a workplace context 4.2 Identify the sources of support when working with counselling skills in the workplace				
5.	Demonstrate an awareness of self in relation to others 5.1 Identify ways in which personal self-awareness has developed throughout this specialised unit.				

Tutor's comments

--

Copy to be sent to Tutor's Signature:.....

Date:.....

External Verifier Tutor's Name Printed:.....

Centre Declaration Sheet and Candidate Record Form

VRQ in Counselling

Specification title

Unit code(s)

VC / VC / VC / VC / VC

Centre number

Centre name

Authentication of candidates' work This is to certify that marks/assessments have been given in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks/assessments given reflect accurately the unaided achievement of the candidates.

Malicious software (malware) All documents and files being submitted electronically have been checked and cleaned of any malware (for example computer viruses, computer worms, spyware).

Signature(s) of teacher(s) responsible for assessment (please print name below signature)

Teacher/tutor 1

Teacher/tutor 1 signature

name

Teacher/tutor 3

Teacher/tutor 3 signature

name

Teacher/tutor 2

Teacher/tutor 2 signature

name

Teacher/tutor 4

Teacher/tutor 4 signature

name

Continue overleaf if necessary

Internal standardisation of marking Each centre must standardise assessment across different teachers/assessors and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers/assessors are involved in marking/assessing, one of them must be designated as responsible for standardising the assessments of all teachers/assessors at the centre.

- (a) *the procedure described in the specification has been followed to ensure that the assessments are of the same standard for all candidates, or*
- (b) *I have marked/assessed the work of all candidates.*

<input type="text" value="Signed"/>	<input type="text" value="Name"/>	Date <input type="text"/>
-------------------------------------	-----------------------------------	---------------------------

<input type="text" value="Signature of Head of Centre"/>	Date <input type="text"/>
--	---------------------------

This form should be completed and sent to the external verifier.

Specification title

Unit code(s)

VC / VC / VC / VC / VC

Centre number

Centre name

Authentication of candidates' work This is to certify that marks/assessments have been given in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks/assessments given reflect accurately the unaided achievement of the candidates.

Malicious software (malware) All documents and files being submitted electronically have been checked and cleaned of any malware (for example computer viruses, computer worms, spyware).

Signature(s) of further teacher(s) responsible for assessment (please print name below signature)

Teacher/tutor 5

Teacher/tutor 5 signature

name

Teacher/tutor 6

Teacher/tutor 6 signature

name

Teacher/tutor 7

Teacher/tutor 7 signature

name

Teacher/tutor 8

Teacher/tutor 8 signature

name

Teacher/tutor 9

Teacher/tutor 9 signature

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Teacher/tutor 10

Teacher/tutor 10 signature

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Teacher/tutor 11

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Teacher/tutor 15

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Teacher/tutor 16

Teacher/tutor 16 signature

name