



## **VRQ Specification**

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# **Level 3 Certificate in Counselling**

**For first teaching September 2010**

**For first award January 2011**

### **Special Features**

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

Further copies of this specification booklet are available from:

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or

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Set and published by the Assessment and Qualifications Alliance.

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# Background Information

## 1

## Introduction

### 1.1 Qualifications and Credit Framework

The AQA Level 3 Advanced Certificate in Counselling is a Qualifications and Credit Framework (QCF) qualification: Reference Number (**500/9683/7**). The learning outcomes and assessment objectives of this specification are at Level 3 of the QCF and are mapped to the NOS of the relevant Sector Skills Council (See Appendix D for further details.)

### 1.2 Why choose this AQA qualification?

Very few qualifications in counselling offer a blend of skills and theory, and whilst this qualification may not be unique, its features offer an excellent opportunity for a very wide range of candidates.

The AQA Level 3 Certificate is designed to be delivered by experienced counsellor trainers and is wholly intended to comply with current BACP guidelines on moral and ethical practice. Therefore the AQA Level 3 Certificate is suitable for any individual whose qualification goal is to achieve professional status in counselling. It is also appropriate for candidates in work roles where counselling skills are needed: for example, nursing, teaching, social work, working in voluntary organisations, the police and armed forces. Presently, there are limited counselling awards designed for this purpose.

Focused, as it is, on the learning needs of a substantial number of employed people, the AQA Level 3 Certificate makes a valuable addition to the national provision of awards in Counselling, enabling centres to respond positively and flexibly to an important market segment by providing courses on a part time day or evening basis.

The main objective of this award is that on completion candidates will:

- Acquire a comprehensive ability in both Counselling Skills and Theory.
- Be able to apply this comprehensive knowledge of theory to counselling skills practice.
- Be able to identify and pursue further career development in their own professional field or personally.

### 1.3 Links with professional accreditation bodies.

#### Links with professional accreditation bodies

This AQA Award has been designed with flexibility and effectiveness in mind for the benefit of both AQA centres and their candidates.

With the introduction of new National Occupational Standards (NOS) for Counselling and Psychotherapy and the anticipated minimum qualification for counselling and psychotherapy practitioners in the not too distant future, AQA is committed to helping new candidates practice to the new standard. This specification works towards accreditation with a recognised and relevant professional body, eg the BACP, UKCP, BPS.

### 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 don't 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).**

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

### 1.5 About this qualification

#### **Important information for centres and candidates**

Candidates undertaking the Level 3 Certificate in Counselling must complete V21C and V21W as Mandatory Units, as well as 2 Option units from this specification in order to progress to the Level 4 Diploma in Therapeutic Counselling.

Centres delivering the Level 3 programme must note that this programme is intended for students who if not wishing to progress to a Level 4 award are not seeking to become counselling practitioners in the future.

Any students eventually intending to consider practitioner status must complete the full Level 4 programme (Level 4 Diploma in Therapeutic Counselling). This is comprised of 4 units; 2 Mandatory and 2 Optional units.

## 2

# Specification at a Glance

## AQA Level 3 Certificate in Counselling

Credit Value: 28

Specification Code ( )

|     |                       |  |                                    |
|-----|-----------------------|--|------------------------------------|
| 2.1 | The Qualification     | To qualify for the full award a candidate must complete one Mandatory Unit 1 ( ) plus two further Option Units chosen by the centre from the standard AQA list below.  |                                    |
| 2.2 | Guided Learning Hours | Mandatory Unit 1 ( )   | 75 guided learning hours per unit. |
|     |                       | Option Units 3 to 14   | 50 guided learning hours per unit. |
|     |                       | Full Qualification   | 175 guided learning hours.         |
| 2.3 | Mandatory Unit        | <b>Unit 1 ( ) The Developing Practitioner</b><br><b>Internally assessed component ( )</b><br><b>Externally assessed component ( )</b>  |                                    |
| 2.4 | Optional Unit         | <b>Unit 3 ( ) Humanistic Theory</b><br><b>Unit 4 ( ) Psychodynamic Theory</b><br><b>Unit 5 ( ) Cognitive Behavioural Theory</b><br><b>Unit 6 ( ) Theories of Loss and Grief</b><br><b>Unit 7 ( ) An Introduction to Transactional Analysis</b><br><b>Unit 8 ( ) Brief Therapy</b><br><b>Unit 9 ( ) Skills for Supervision</b><br><b>Unit 10 ( ) Working with Trauma</b><br><b>Unit 11 ( ) Working with Couples</b><br><b>Unit 12 ( ) Helping Children and Young People</b><br><b>Unit 13 ( ) Counselling in Organisations</b><br><b>Unit 14 ( ) Working with Addicitions</b> |                                    |

# Subject Content

## 3

### Summary of Subject Content

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#### 3.1 Units available

##### Mandatory Units

Unit 1 Developing Practitioner

##### Optional Units (two to be chosen)

Unit 3 Humanistic Theory

Unit 4 Psychodynamic Theory

Unit 5 Cognitive-Behavioural Theory

Unit 6 Theories of Loss and Grief

Unit 7 An Introduction to Transactional Analysis

Unit 8 Brief Therapy

Unit 9 Skills for Supervision

Unit 10 Working with Trauma

Unit 11 Working with Couples

Unit 12 Helping Children and Young People

Unit 13 Counselling in Organisations

Unit 14 Working with Addictions

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# Mandatory Unit 1

## The Developing Practitioner

|  |  |
|--|--|
| Unit Reference Number  | F/601/9290   |
| Level  | 3  |
| Credit value   | 12   |
| Learning outcomes  | Assessment criteria  |
| The learner will be able to:   | The learner can:   |
| 1. Understand the key concepts in the three main schools of counselling (Cognitive-Behavioural, Humanistic, Psychodynamic) | <p>1.1 Summarise the key theoretical assumptions about the nature and development of human beings for each of the schools</p> <p>1.2 Explain the view taken of the development and perpetuation of psychological problems for each of the schools</p> <p>1.3 Describe the nature and process of therapeutic change for each of the schools</p> <p>1.4 Demonstrate a range of typical therapeutic interventions for each of the schools</p> |
| 2. Understand the strengths and limitations of the three main schools of counselling                                       | 2.1 Identify and explain key strengths and key limitations for each of the schools   |
| 3. Demonstrate the key features of the therapeutic relationship in each of the three main schools                          | <p>3.1 Review and evaluate the skills required to establish the counselling relationship for each of the schools</p> <p>3.2 Review and evaluate the skills required for developing and sustaining the counselling relationship for each of the schools</p> <p>3.3 Review and analyse the skills required for evaluating and concluding the counselling relationship for each of the schools</p>  |
| 4. Reflect on each school as it relates to learner's own thoughts, feelings and behaviours                                 | <p>4.1 Explain (with reference to core theory) learner's own processes</p> <p>4.2 Interpret these reflections to assess their impact on own practice</p>   |
| 5. Reflect on their learning to develop an action plan for personal and professional development                           | <p>5.1 Summarise significant aspects of personal learning</p> <p>5.2 Develop an action plan for future professional and personal development</p>   |

| Additional information about the unit   |  |
|---|--|
| Unit purpose and aim(s)   | <p>This unit will provide candidates with knowledge and understanding of the three main core theories and theorists that underpin counselling. Candidates will also study core theories in relation to the counselling process.</p> <p>This unit will enable the candidate to:</p> <ul style="list-style-type: none"> <li>• Develop insights into the major schools of counselling and psychotherapy</li> <li>• Develop the essential qualities for establishing and maintaining a sound counselling relationship</li> <li>• Understand the need for a firm grasp of a single theoretical approach to counselling</li> <li>• Develop and practise skills and techniques from the different counselling approaches</li> </ul> |
| 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, HWB7</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>An essay of 2000- 2500 words which will compare the different theoretical approaches and how they effect the outcome of the counselling process (Internally Assessed)</p>   |
|   | <p>Practical role-play assessment of a complete counselling interview. (Internally Assessed)</p> <p>A two hour externally assessed examination of a case-study scenario set by AQA. (Externally Assessed by AQA)</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  | 01.3 Health and Social Care<br>14.1 Foundation for Learning and Life   |
| Name of the organisation submitting the unit  | Assessment and Qualifications Alliance (AQA)   |
| Availability for use  | Further Education Centres<br>Independent Training Centres  |

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|                            |                                  |
|----------------------------|----------------------------------|
|                            | Adult Learning Services          |
| Unit available from        | 1 September 2010                 |
| Unit guided learning hours | 75 (120 notional learning hours) |

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## Additional Information for Tutors

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### About this unit

This Mandatory unit is designed to introduce candidates to the three main 'core theories' that underpin counselling. The unit provides opportunities for the candidate to discover the effect of core theories by studying each one in turn in relation to the three stages of a counselling process. The BACP guidelines on ethical practice are observed throughout. This unique approach to the study of theory through practical application enables a tutor to work within a counselling ethos throughout, providing for the candidate a broad base of theoretical knowledge with good practical examples of its application.

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### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

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### Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement

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### Scheme of internal assessment

The following assessment methods are required to assess candidates for this unit:

Reflective journal

Practical role-play assessment of a complete counselling interview

An essay of 2000-2500 words

This unit may be offered independently or be incorporated in a wider course of study with one or more of the option units.

The assessment objectives are to assess all candidates reliably, accurately and consistently to advanced level.

### Notes on scheme of assessment

Each of the following assessment methods plays an important part in this process.

The journal or working journal is probably the most important of all internal assessments and will provide both the tutor and the candidate with essential information about the candidate's achievements, progression and errors.

Correct management of the journal by tutors will enable timely intervention when and where a candidate is failing to progress or is struggling with subject content.

### The Journal

Each candidate is required to keep a journal and to make an entry for each learning session of the course. This would normally be a minimum of 80% of the course time spent on the unit. In designing a course the tutor must plan assessment dates with care and must ensure that candidates are given sufficient notice of assessment deadlines.

Journal entries should be reflective, the candidates are attempting to understand and rationalise what they have learnt in the session.

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### The Essay

The process will help the candidate develop the valuable technique of describing not only what they have learnt but what it means to them.

The unique personal experience of learning and expressing that learning with clarity is an essential part of professional counselling.

A single essay is included in the formal assessment process to encourage candidates to read more widely and to develop their analytical skills. The essay should challenge the candidate to compare and contrast the three main core theories as covered by the subject content and to relate them to practical issues.

This process will also be useful as preparation for the AQA externally set assessment.

### Practical Skills Role Play Assessment

Throughout the course candidates should be encouraged to develop their counselling skills through simulated role-play exercises, working with their peers in trios where possible. By the completion of the unit candidates should be equipped to conduct a complete (time limited) simulated counselling interview competently.

To assess the candidate's skill requires a series of formally set role-play exercises to enable the assessor to witness/observe each candidate in role as Counsellor and Observer. The process relies heavily on the assessor's professional judgement. For this reason assessors must have attended AQA Standardisation training prior to assessing candidates' practical skills.

Please also refer to Scheme of Assessment (Section 4)

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Subject content

Establishing the counselling relationship

During the course of study for this AQA unit, candidates will learn:

- the three main theoretical bases of counselling, the principal theorists and their theories, and how theoretical orientation affects the counselling process
- the skill of conducting a safe competent counselling interview with an individual client, from different theoretical perspectives
- the importance of 'self-awareness' to a counsellor and strategies for dealing with matters of 'self' in the counselling process, how and when to refer clients.

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Theory

- Humanistic concepts in relation to self and client
- Maslow and the Hierarchy of Human Needs
- Rogers and the Person-Centred approach
- The Core Conditions
- The Humanistic/Existential view of the person
- Limitations (eg Self in Society)

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Skills

- Counselling as a process
- Health and safety issues for counsellor and client
- Client expectations
- Counsellor expectations
- Forming a working alliance
- Making a 'contract' (boundaries)
- Creating a safe setting (physical and psychological)
- Working within levels of competence

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Self-awareness

- Identifying own wants and needs
- Factors impacting on ability to identify own needs
- Fears and anxieties in relation to competence and expertise
- The need for support
- Clarify 'ethical' for self in relation to clients

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Sustaining the relationship and developing insight

Theory

The theory in-put for Element II focuses on Psychodynamic concepts. Focus is put on the effects of childhood experience and the notions of consciousness and the unconscious in relation to how they might present in a client.

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Skills

Some aspects of particular or specialised techniques appropriate to working Psychodynamic.

Health and safety issues for counsellor and client

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|  |  |
|--|--|
| Self-awareness                               | <p>Own 'presenting past'</p> <p>Own defence mechanisms</p> <p>Potential effects of the unconscious on the client ↔ counsellor relationship.</p>  |
| Theory                                       | <ul style="list-style-type: none"> <li>• The pioneering work of Freud</li> <li>• Freud's model of the Mind</li> <li>• Defence mechanisms</li> <li>• Ego strength and psychosexual development</li> <li>• Overview of developments from Freud's pioneering work (eg Erikson's psychosocial life-cycle; Jung's Collective Unconscious; Klein's 'splitting'; Winnicott's 'nursing triad')</li> <li>• Limitations</li> </ul>   |
| Skills                                       | <ul style="list-style-type: none"> <li>• Psychodynamic techniques in relation to developing client insight</li> <li>• Health and safety issues for counsellor and client</li> <li>• Free association</li> <li>• Transference and counter-transference</li> <li>• Resistance and bringing to awareness</li> <li>• Making interpretations</li> </ul>   |
| Self-awareness                               | <ul style="list-style-type: none"> <li>• How early experience still influences self</li> <li>• Past experiences which still distress</li> <li>• The potential effect of these on the client ↔ counsellor relationship</li> <li>• Awareness of the difference between the personal internal world and internal world of clients</li> <li>• The hidden self and the unfulfilled self</li> <li>• Power of the unconscious and its dynamic within the counselling relationship</li> <li>• Risks in relation to competence</li> </ul> |
| Evaluating and concluding counselling theory | <p>The study of theory in Element III focuses mainly on Cognitive Behavioural approaches to Counselling and on Theories of Separation and Loss.</p>  |
| Skills                                       | <p>Preparation for endings; looking to the future; enabling 'moving on'; referring ethically.</p> <p>Health and safety issues for counsellor and client.</p>   |

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**Self-awareness**

Past experiences of 'letting go' and how these may affect ending the counselling relationship

Evaluating own competence in relation to referral; ability to meet own future development needs.

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**Theory**

- Personality theory of Aaron Beck
  - Faulty thinking and maladaptive interpretations
  - 'There is nothing good or bad but thinking makes it so'
  - Albert Ellis and REBT
  - The A B C D E Framework
  - Preferences versus needs
  - Thinking and Cognitive restructuring
  - Bowlby and Separation and Loss
- 

**Skills**

- Using the specific language of CBT
  - Health and safety issues for counsellor and client
  - Setting 'homework'
  - Goals and targets
  - Debating/disputing the irrational
  - Using ending process to evaluate and look ahead
  - Structuring the ending process
  - Using contract boundaries to end
  - Referring ethically
- 

**Self-awareness**

- Personal history of endings and legacy of these
  - Dynamics of 'letting go' in conflict with moving on
  - Significance of moving on
  - Life plan/needs and wants
  - Implications for self as practitioner
-

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**Essential information for tutors**

Tutors must be aware that this Mandatory unit forms the 'core' or foundation for the qualification.

Option units are included in this AQA specification to enable course managers at the centre to devise and deliver a course to their own requirements. Perhaps to meet local needs or their own strengths

This AQA award is designated at Level 3 in the national framework of qualifications. Therefore, it equates broadly with Advanced Level/General Certificate of Education or an NVQ Level 3.

The theory content of the award is intended to cover sufficient of the three main theoretical bases of counselling practice to demonstrate clearly to the candidates how counselling in practice is affected by its theoretical orientation. The aim is to enable the candidate to make an informed choice of a suitable core theory for his or her own development in counselling. Candidates are required to explore their own value and belief systems, and to reflect on these in their Journal entries.

In the early part of the course, candidates may need extra help and support from the tutor to develop this skill. Tutors are required, therefore, to inspect early journal entries for all of their candidates and to provide them with appropriate help and guidance. To facilitate this, the course content is presented under three headings: Theory, Skills and Self-Awareness. This feature will facilitate course design at the time for each of these.

Level:

Tutors must be aware of the level of this unit and set standards accordingly. The object is to support the candidate's progress from Level 2 Counselling skills through to the point where they can reliably conduct one-to-one counselling interviews with clients. AQA Standardisation training is mandatory for all tutors and will provide essential guidance on level recognition. (See section 4.10)

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**Additional learning from the unit**

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF).

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## Optional Unit 3

### Humanistic Theory

|   |  |
|---|--|
| Unit Reference Number   | Y/601/9294   |
| Level   | 3  |
| Credit value  | 8  |
| Learning outcomes   | Assessment criteria  |
| The learner will be able to:  | The learner can:   |
| 1. Understand and discuss an overview of the different models of counselling within Humanistic Theory | <p>1.1 Describe the significant theoretical concepts of the Existential approach; summarise the contribution of theorists/philosophers to this approach; and demonstrate an understanding of Existential methods and interventions</p> <p>1.2 Describe the significant theoretical concepts of Psychosynthesis to the Humanistic Paradigm; summarise the contribution of theorists; and demonstrate an understanding of its contribution to counselling practice</p> <p>1.3 Describe the significant theoretical concepts of Gestalt Therapy which are relevant to counselling; summarise the contribution of theorists to this approach; practise the techniques and key principles of Gestalt Therapy</p>  |
| 2. Demonstrate knowledge and understanding of the Person-Centred approach                             | <p>2.1 Summarise the origins and development of the Person-Centred approach, and the contribution of key theorists</p> <p>2.2 Compare and contrast the difference in ideas and concepts of the Person-Centred approach developed by significant theorists, past and present.</p> <p>2.3 Critically evaluate the principal concepts and features of the Person-Centred approach</p> <p>2.4 Demonstrate an understanding of the six core conditions</p> <p>2.5 Analyse and demonstrate the skills necessary to the development of a Person-Centred practice</p> <p>2.6 Critically evaluate the contribution of the Person-Centred approach to personal counselling practice and development of 'self'.</p> <p>2.7 Describe the contribution of Supervision to the effectiveness of Person-Centred practice</p> |
| 3. Understand the strengths and limitations of Humanistic Theory                                      | 3.1 Identify and explain key strengths and key limitations of the different approaches within Humanistic Theory  |

|  |  |
|--|--|
| 4 Understand the contribution of the Humanistic Theory to therapeutic practice | <p>4.1 Review and evaluate the skills/techniques required to establish the counselling relationship for each of the models within Humanistic Theory</p> <p>4.2 Review and evaluate the skills/techniques required for developing and sustaining the counselling relationship for each of the models within Humanistic Theory</p> <p>4.3 Review and evaluate the skills/techniques required for evaluating and concluding the counselling relationship for each of the models within Humanistic Theory</p>  |
| Additional information about the unit  |  |
| Unit purpose and aim(s)  | <p>This unit will provide candidates with the opportunity to develop their understanding and knowledge of the theory, philosophy and practice of the Humanistic approach to Counselling. It will consider and provide understanding of the Gestalt, Psychosynthesis and Existential models of counselling, in addition to the Person-Centred model of Counselling. As the Person-Centred model is often selected by Centres as the chosen Core Model for training, this unit will enable candidates to develop knowledge and understanding of this important theory by exploring in depth its origins and development, combined with the consideration and practice of skills and concepts which define this theoretical approach. The unit will also focus on the effectiveness and limitations of the Humanistic Theory in relation to counselling practice.</p> <p>This unit will enable the candidate to:</p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of Humanistic Counselling Theory</li> <li>• Compare and contrast the similarities and differences between the different approaches within the Humanistic Theory of Counselling</li> <li>• Describe the Person-Centred approach in depth and evaluate the contributions of key theorists, past and present</li> <li>• Demonstrate the skills necessary to develop competently as a Person-Centred counsellor, and be able to link learning to supervised practice</li> <li>• Develop and practise skills from the different counselling approaches within Humanistic Theory and understand the importance of the relationship rather than techniques within this theoretical model</li> <li>• Develop self-awareness as a consequence of engaging with Humanistic Theory</li> <li>• Evaluate Personal and Professional Development</li> <li>• Work ethically in accordance with BACP's <i>'Ethical Framework for Good Practice in Counselling and Psychotherapy'</i> (2010)</li> </ul> |
| 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, HWB7</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>An essay of 2000-2500 words which will explore the Person-Centred approach, or one of the alternative Humanistic Theory approaches, in relation to counselling practice <b>OR</b> compare and contrast the different theoretical approaches within Humanistic Theory, and their effectiveness to counselling practice. (Internally Assessed)</p> <p>Practical role-play assessment of a complete counselling interview, using Person-Centred skills or one of the alternative Humanistic Theories. (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  | 01.3 Health and Social Care<br>14.1 Foundation for Learning and Life   |
| Name of the organisation submitting the unit  | Assessment and Qualifications Alliance (AQA)   |
| Availability for use  | Further Education Centres<br>Independent Training Centres<br>Adult Learning Services   |
| Unit available from   | 1 September 2010   |
| Unit guided learning hours  | 50 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

This option unit aims to provide candidates with the opportunity to deepen their understanding of theory, philosophy and practice of the Humanistic approach to counselling. A sound theoretical base is essential, as it gives structure and guidelines. It encourages consistency and helps to enable the client to feel safe, cared for, and able to trust the counselling process.

Knowledge of Person Centred theoretical beliefs, as a system of meaning, will be helpful to those whose work involves communication and understanding of others. The approach centres on the importance of the relationship rather than techniques, and requires the user to become aware of personal inner thoughts, feelings and responses. It relies on the living relationship between counsellor and client; therefore, each relationship is unique and the demand on the personal qualities of the counsellor is considerable.

The Person Centred approach is concerned with 'Being' rather than 'Doing', and gives more attention to the client's frame of reference than other therapies. It is especially suitable for those who wish to provide a certain type of relationship, to enable the client to discover for themselves, and within themselves, the capacity for growth, change and personal development. It requires a substantial degree of self-confidence, self-acceptance and self-esteem. The approach is holistic, and may therefore require long-term counselling.

While working from a Person Centred approach, candidates may wish to add the judicious use of perspectives and techniques offered by Gestalt, Psychosynthesis and Existential approaches.

This unit is suitable for those who wish to work as a Counsellor, or allied field, using Person Centred counselling skills and an Experiential Holistic approach, in which the quality of the relationship is crucial to therapeutic growth.

It may not be suitable for those who wish to work with short-term therapy for a specific difficulty, or prefer the role of the 'Expert'.

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Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

The course is suitable for anyone who desires more in-depth knowledge of the Humanistic model.

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Learning outcomes

As outlined in the Unit Template.

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

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Scheme of assessment

Refer to section 4. The unit requires the following for internal assessment:

- Journal
- Essay, or structured writing
- Practical Skills Role-Play Assessment at the conclusion of the unit.

Candidates will have a solid foundation knowledge of the Person Centred approach and may choose to apply their learning when using Counselling Skills in a Supervised Placement if progressing to the Level 4 Diploma in Therapeutic Counselling.

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Subject content

The candidate will study the following Humanistic Holistic models: Person Centred approach; Gestalt; Psychosynthesis; Existential.

It is intended that the three other Humanistic models will be experiential in presentation, which may therefore be useful for personal therapy, or act as an introduction to further study in a chosen model, or be applied in the candidates' Supervised Placement should the candidate choose to progress.

It is hoped that the candidate will gain a love of meaningful theory and be inspired to further their reading.

The candidate will have learned the value of recording experiences in a Journal, and will have produced an in-depth academic Essay on the Person-Centred approach in counselling.

Candidates will be in a position to progress professionally and academically to a higher level.

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The Person Centred approach – Carl Rogers

- Origins of Person Centred Counselling
- Carl Rogers's influence on the development of Counselling and Psychotherapy, eg his achievements, beliefs, research, ideas.
- current philosophy
  - include a basic understanding of the philosophical base of the Person Centred approach
  - personal demands which the approach places upon
-

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practitioners

- in-depth discussion of the Core Conditions
- writing a Case Study to illustrate the counselling process at feelings level.

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Gestalt Therapy – Fritz Perls

- Current Philosophy

Include a basic understanding of:

- increasing self-awareness and self-responsibility required
- cycle of awareness and unhealthy ways of interrupting the process
- therapeutic styles used in therapy, eg the ‘empty chair’, and ‘dream analysis’.

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Psychosynthesis – Robert Assagioli

- Current Philosophy
- Include a basic understanding of the: ‘Egg’ model of the human psyche and the ‘Transpersonal’ dimension
- Use of drawings for self-exploration
- Therapeutic use of sub-personalities
- Use of Client’s ‘will’ and creative visualisations.

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Existential – Yalom and others

Group Discussions

- Current Philosophy

Include a basic understanding of the:

- belief in equality, and the ‘I-thou’ and ‘I-it’ relationship
- four basic ‘Givens’ of existence for Counsellor and Client
- use of key words – Death, Freedom, Isolation, Meaninglessness
- use of myths to aid understanding.

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Tutor instructions and guidance on Assessment Elements of the Course.

What the candidate will learn from this unit

It is hoped that candidates will gain a love of meaningful theory and be inspired to further their reading.

The candidate will have learned the value of recording experiences in a Journal, and will have produced an in-depth academic Essay on the Person Centred approach in counselling.

Candidates will be in a position to progress professionally and academically to a higher level.

Additional learning from the unit

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF).

Essential information for tutors

Division of time is intended to be approximately:

50% Person Centred

45% Other Models (15% each)

5% Guidance and instructions for learners

- Candidates will already have considerable knowledge of Counselling Skills. This module provides Counselling Theory on a number of Humanistic models, which may be applied to the learner's Supervised Placement at Level 4, or enhance his/her self-development. It must be stressed, however, that care needs to be taken when practising any model with limited knowledge or experience.
- Learners are expected to read a given text/chapter before a session, and to be able to participate in group-discussions on the Person Centred element of the course.
- Humanistic models, other than the Person Centred approach, are intended to be experienced by the learner with comparatively little theoretical input. As well as covering the subject matter above, opportunities should be taken wherever possible to:
  1. link Theory with Practice
  2. enable the learner to make useful connections to enhance self-development
  3. raise awareness of inner process
  4. encourage creative responses
  5. utilise creative ways of demonstrating the Models, eg drawing, visual, kinaesthetic exercises
  6. consider learner's personal insights.

## Humanistic Theory

### Suggested Reading

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- Corey G, *Theory and Practice of Counselling & Psychotherapy* (Sixth Revised Edition), Wadsworth Publishing, 2009
- Dryden W, and Mytton J, *Four Approaches to Counselling and Psychotherapy*, Routledge, 1999
- Egan G, *The Skilled Helper* (Ninth Edition), Wadsworth Publishing, 2009
- Mackewn J, *Developing Gestalt Therapy*, Sage Publications, 1997
- Mearns D & Thorne, B, *Person-Centred Counselling in Action* (Third Edition), Sage Publications, 2007
- Mearns D & Thorne B, *Person-Centred Therapy Today: New Frontiers in Theory and Practice*, Sage Publications, 2000
- McLeod J, *An Introduction to Counselling* (Fourth Edition), Open University Press, 2009
- Nelson-Jones R, *Theory and Practice of Counselling and Therapy*, Sage Publications, 2005
- Clarkson P, *Gestalt Counselling in Action*, Sage Publications, 2004
- Rogers C, *A Way of Being*, Houghton Mifflin, 1996
- Rogers C, *Client Centred Therapy*, Constable, 2003
- Tolan J, *Skills in Person-Centred Counselling and Psychotherapy*, Sage Publications, 2003
- Van Deurzen, E, *Existential Counselling and Psychotherapy in Practice*, Sage Publications, 2001
- Whitmore D, *Psychosynthesis Counselling in Action*, Sage Publications, 2004

## Optional Unit 4

# Psychodynamic Theory

|  |  |
|--|--|
| Unit Reference Number  | H/601/9296   |
| Level  | 3  |
| Credit value   | 8  |
| Learning outcomes  | Assessment criteria  |
| The learner will be able to:   | The learner can:   |
| 1. Understand the key concepts of the Psychodynamic Theory                                 | <p>1.1 Compare and evaluate concepts of Psychodynamic Theory, such as the psyche, as perceived by the major Psychodynamic theorists</p> <p>1.2 Explain the understanding of psycho-sexual development</p> <p>1.3 Describe what is meant by defence mechanisms</p> <p>1.4 Demonstrate an understanding of key concepts such as: transference, counter-transference, projection, splitting, past and present links (triangle of insight), existential concepts such as death, freedom, isolation, meaninglessness</p> <p>1.5 Demonstrate an understanding of the language of Psychodynamic Theory</p>                |
| 2. Understand the strengths and limitations of the Psychodynamic Theory.                   | 2.1 Identify and explain the key strengths and limitations of Psychodynamic Theory in different contexts   |
| 3. Demonstrate the key features in post-Freudian developments of the Psychodynamic Theory. | <p>3.1 Review and evaluate the development of the Object-Relations theorists</p> <p>3.2 Compare the different approaches to Psychodynamic Theory in post-Freudian thinking</p> <p>3.3 Analyse contemporary developments of Psychodynamic concepts and techniques</p>   |
| 4. Understand the contribution of the Psychodynamic Theory to therapeutic practice         | <p>4.1 Describe and explain within a counselling context the importance of Boundary Issues – eg holding, containment, positive and negative transference, counter-transference, projection, ego defences, splitting</p> <p>4.2 Describe and explain within a counselling context the importance of Relationship Issues – dependency, attachment, bonding, separation, defences</p> <p>4.3 Explain the client's process, the counsellor's process and the interaction between the two</p> <p>4.4. Evaluate the candidate's capacity to apply theoretical concepts of Psychodynamic Theory to the development of</p> |

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|---|--|
|   | personal and professional awareness  |
| Additional information about the unit   |  |
| Unit purpose and aim(s)   | <p>This unit will provide the candidate with an opportunity to develop their knowledge and understanding of Psychodynamic Theory and concepts, and its application to counselling practice. Candidates will become familiar with the Psychodynamic approach, as they engage in applying theory to practice, through experiential work and the exploration of role-plays and case studies.</p> <p>This unit will enable the candidate to:</p> <ul style="list-style-type: none"> <li>• develop understanding of the key theorists and concepts of the Psychodynamic Theory</li> <li>• develop understanding of the language of the Psychodynamic Theory</li> <li>• broaden the candidate's understanding of the context of Psychodynamic counselling, and its effectiveness within the wider setting of counselling practice</li> <li>• develop and practise techniques from the Psychodynamic counsellor's perspective.</li> </ul> |
| 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, HWB7</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, and the interactions between themselves and others. (Journal entries up to 800 words) (Internally Assessed)</p> <p>An essay of 2000-2500 words which will evaluate the significance of Freud on the Psychodynamic Theory, and consider the development of the theory post-Freud. (Internally Assessed)</p> <p>Practical role-play assessment of a complete counselling interview using Psychodynamic techniques such as free association, transference and counter-transference, interpretation, linking past to present. (Internally Assessed)</p>  |
| Support for the unit from a sector skills council or other appropriate body (if required)   | Skills for Health  |

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| Location of the unit within the subject/sector classification system | 01.3 Health and Social Care<br>14.1 Foundation for Learning and Life                 |
| Name of the organisation submitting the unit                         | Assessment and Qualifications Alliance (AQA)   |
| Availability for use   | Further Education Centres<br>Independent Training Centres<br>Adult Learning Services |
| Unit available from  | 1 September 2010   |
| Unit guided learning hours   | 50 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

The purpose of this unit is to provide the candidate with a comprehensive understanding of Psychodynamic Theory and concepts. The first part of the unit focuses on key theorists and concepts. When the candidate is sufficiently familiar with the approach, they are engaged in applying theory to practice, through experiential work and the exploration of role-plays and case studies. The purpose is to achieve a degree of competence in the arena of Psychodynamic counselling. The unit is designed to equip candidates with the necessary language and understanding and will serve as a foundation for candidates wishing to study Psychodynamic Theory in greater depth and those seeking placements with a Psychodynamic orientation. It will also enhance their appreciation of the Humanistic School of Counselling

The aim is to integrate these three main strands:

- Freud
- Object Relations
- Existential Phenomenological approach into sound counselling theory and practice.

The inclusion of the Psychodynamic school emphasises its key influence on subsequent schools of counselling and therapy and its paramount and central importance to an integrated awareness and broad theoretical underpinning of essential knowledge and key concepts intrinsic to counselling training.

It is useful for:

- candidates who are interested in pursuing an interest in Psychodynamic Theory and concepts
- candidates wishing to utilise this knowledge in counselling settings which emphasise Psychodynamic orientation
- candidates wishing to enhance their Humanistic practice by a broader understanding of key Psychodynamic concepts, such as transference, counter-transference, projection, unconscious defences, psychosexual development and interpretation. It is essential for candidates to draw on a broad theoretical understanding to clarify and enrich their counselling practice and to enhance their own personal and professional development.

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### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

It is important to stress its total inclusion into the overall programme and its suitability and availability for ALL counselling candidates.

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### Learning outcomes

As outlined in the Unit Template.

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor

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and the client within the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

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**Scheme of assessment**

Refer to section 4. This unit requires the following for internal assessment:

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

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**Subject content**

Candidates will be able to identify the following by applying concepts to themselves and others:

- transference
  - counter-transference
  - projection
  - splitting
  - ego defences
  - past and present links
  - stages of development
  -
- Candidates may be able to gather evidence for other Level 3 and Level 4 counselling units:
- Develop the Counselling Relationship
  - Monitor self within the counselling process
  - Make use of Supervision.

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**Additional learning from the unit**

Candidates may gather evidence for other Level 3 and 4 Counselling units. Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF).

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**Essential information for tutors**

Tutors should note that the candidate beginning the unit may be unfamiliar with the Psychodynamic approach to counselling. They should therefore aim to begin by introducing basic concepts and building upon the candidate's understanding and awareness, developing the candidate's capacity to utilise theories and concepts and the ability to apply absorbed knowledge to a range of case material. The aim is to enable the candidate to reach competences at Level 3, tutors abide by the the BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010, and aim to provide clear role models for candidates in their delivery of the course.

The course is structured, enabling candidates to familiarise themselves with the basic theoretical approach. Each session then develops the initial understanding and grasp of material by facilitating experiential work, working with the candidate's own personal relationship to aspects of theory.

The final part of the course encourages the candidate to apply concepts learned generally to the arena of counselling through the exploration of case material and to demonstrate their initial understanding and grasp of material by facilitating experiential

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work, working with the candidate's own personal relationship to aspects of theory.

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## Psychodynamic Theory

### Suggested Reading

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Corey G, *Theory and Practice of Counselling & Psychotherapy* (Sixth Revised Edition), Wadsworth Publishing, 2009

Dryden W and Mytton J, *Four Approaches to Counselling and Psychotherapy*, Routledge, 1999

Egan G, *The Skilled Helper* (Ninth Edition), Wadsworth Publishing, 2009

Howard S, *Psychodynamic Counselling in a Nutshell*, Sage Publications, 2005

Howard S, *Skills in Psychodynamic Counselling and Therapy*, Sage Publications, 2009

Jacobs M, *Psychodynamic Counselling Action* (Third Edition), Sage Publications, 2004

Jacobs M, *The Presenting Past: The Core of Psychodynamic Counselling and Therapy* (Third Edition), Open University Press, 2005

McLeod J, *An Introduction to Counselling* (Fourth Edition), Open University Press, 2009

Nelson-Jones R, *Theory and Practice of Counselling and Therapy*, Sage Publications, 2005

Spurling L, *An Introduction to Psychodynamic Counselling*, Palgrave MacMillan, 2009

## Optional Unit 5

# Cognitive Behavioural Theory

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|---|--|
| Unit Reference Number   | K/601/9297   |
| Level   | 3  |
| Credit value  | 8  |
| Learning outcomes   | Assessment criteria  |
| The learner will be able to:  | The learner can:   |
| 1. Demonstrate an understanding of the key concepts of Cognitive-Behavioural Theory               | <p>1.1 Describe and evaluate the theoretical principles of Cognitive-Behavioural Theory</p> <p>1.2 Explain the historical roots of Cognitive-Behavioural Theory</p> <p>1.3 Explain the value of Socratic questions and the setting of homework</p> <p>1.4 Demonstrate the value of recognising and challenging cognitive errors</p> <p>1.5 Demonstrate an understanding of key concepts such as: cognitive process between stimulus and emotion, collaborative working, structured sessions, goal orientated, reality focused, time-limited</p> <p>1.6 Demonstrate an understanding of the language of Cognitive-Behavioural Theory, eg Schemata</p> |
| 2. Demonstrate knowledge of principal theorists and practitioners of Cognitive-Behavioural Theory | <p>2.1 Describe the work of Beck and Ellis</p> <p>2.2 Explain the REBT model</p> <p>2.3 Analyse the therapeutic process of Cognitive-Behavioural Theory</p> <p>2.4 Evaluate the contemporary developments within Cognitive-Behavioural Theory</p>  |
| 3. Understand the strengths and limitations of Cognitive-Behavioural Theory                       | 3.1 Identify and explain the key strengths and limitations of Cognitive-Behavioural Theory in different contexts   |
| 4. Understand the contribution of the Cognitive-Behavioural Theory model to therapeutic practice  | <p>4.1 Describe and explain the value of Cognitive-Behavioural Theory as a chosen core model or as part of an integrated model</p> <p>4.2 Have an understanding of Brief Therapy, and where it identifies with the principles of Cognitive-Behavioural Theory</p> <p>4.3 Explain the nature and need of Supervision to the Cognitive-Behavioural Therapy counsellor, and how it might</p>  |

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|   | <p>be effective or otherwise to the practitioner</p> <p>4.4. Evaluate the candidate's capacity to apply theoretical concepts of Cognitive-Behavioural Theory to the development of personal and professional awareness</p>   |
| Additional information about the unit   |  |
| Unit purpose and aim(s)   | <p>This unit will provide the candidate with an opportunity to develop their knowledge and understanding of Cognitive-Behavioural Theory and concepts, and its application to counselling practice. Candidates will become familiar with the Cognitive-Behavioural approach, as they engage in applying theory to practice, through experiential work and the exploration of role-plays and case studies.</p> <p>This unit will enable the candidate to:</p> <ul style="list-style-type: none"> <li>• develop understanding of the key theorists and concepts of Cognitive-Behavioural Theory</li> <li>• develop understanding of the language of Cognitive-Behavioural Theory, and its application to counselling practice</li> <li>• broaden the candidate's understanding of the contextualising of Cognitive-Behavioural counselling, and its effectiveness within the wider setting of counselling practice</li> <li>• develop and practise skills and techniques from the Cognitive-Behaviour Therapy counsellor's perspective.</li> </ul> |
| 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, HWB7</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>An essay of 2000-2500 words which will evaluate Cognitive Behavioural Theory as a core model and analyse its significance within a multi-cultural context. (Internally Assessed)</p> <p>Practical role-play assessment of a complete counselling interview using Cognitive-Behavioural skills and techniques. (Internally Assessed)</p>   |
| Support for the unit from a sector skills council or other appropriate body (if required)   | Skills for Health  |

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|--|--|
| Location of the unit within the subject/sector classification system | 01.3 Health and Social Care<br>14.1 Foundation for Learning and Life                 |
| Name of the organisation submitting the unit                         | Assessment and Qualifications Alliance (AQA)   |
| Availability for use   | Further Education Centres<br>Independent Training Centres<br>Adult Learning Services |
| Unit expiry date   | 31 December 2013   |
| Unit guided learning hours   | 50 (80 notional learning hours )   |

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## Additional Information for tutors

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### About this unit

This unit introduces candidates to the principles and concepts of Cognitive-Behavioural Theory. Candidates working, or hoping to work, in medical settings (eg Community Psychiatric Nursing) may be required to work from this orientation. It is also important that all trainees in Counselling have knowledge of Cognitive-Behavioural Theory, even if they decide not to adopt it as their main orientation, for comparative purposes. A complete overview of the main 'roots' of counselling theory requires knowledge of this important area of psychological thinking.

### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or equivalent qualification or vocational experience.

### Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to health and safety of both counsellor and client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

### Scheme of assessment

This Unit requires the following for internal assessment:

- Journal and
- Essay
- Practical Skills Role-Play Assessment.

### Subject content

While working towards the outcomes, candidates should cover:

- the main principles of Cognitive-Behavioural Theory:
  - the thinking process between stimulus and emotion
  - collaborative working
  - structured sessions
  - goal orientated
  - reality focused
  - time limited.
- the work of Beck and Ellis
- some of the language of Cognitive-Behavioural Theory (eg Schemata)
- cognitive errors, eg personalising, globalising
- implications for practice
- consideration of theory, in relation to equal opportunity/cultural difference
- the nature of and need for Supervision.

### Additional learning from the unit

Candidates may be able to gather evidence for Level 4 Counselling units:

- develop the Counselling Relationship
- monitor self within the counselling process
- make use of Supervision.

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF).

Essential information for  
tutors

Candidates at Level 3 will either:

- (a) be seeking the award to enhance their current functions role  
or  
(b) be aspiring to move on to Level 4 in order to become  
Counselling Practitioners.

Tutors need to pitch the level of knowledge appropriate for the Level. That is, that the Unit should be intellectually challenging, but that it should not seek to make proficient CBT practitioners. A firm base for those who *do* wish to practise should be the aim.

The language of Cognitive Behavioural Theory can be daunting, and tutors are recommended to provide, or work with candidates to compile, a basic glossary of terms.

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Tapes of Ellis and Beck working with clients are available and can provide an insight into how the theoretical concepts evidence themselves in practice. As this is a theory unit, a valuable link between theory and practice can thus be provided.

An evaluative stance should be taken throughout, to ensure that candidates appreciate both the strengths and the weaknesses of the theory.

BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy 2010, should underpin all work on this unit.

## **Cognitive-Behavioural Theory**

### **Suggested Reading**

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Beck AT, *Cognitive Therapy and The Emotional Disorders*, Penguin, 1991

Corey G, *Theory and Practice of Counselling & Psychotherapy* (Sixth Revised Edition), Wadsworth Publishing, 2009

Dryden W and Mytton J, *Four Approaches to Counselling and Psychotherapy*, Routledge, 1999

Egan G, *The Skilled Helper* (Ninth Edition), Wadsworth Publishing, 2009

McLeod J, *An Introduction to Counselling* (Fourth Edition), Open University Press, 2009

Neenan M, *Cognitive Therapy in a Nutshell*, Sage Publications, 2005

Nelson-Jones R, *Theory and Practice of Counselling and Therapy*, Sage Publications, 2005

Trower P, Casey A, & Dryden W, *Cognitive-Behavioural Counselling in Action*, Sage Publications, 1988

Westbrook D, Kennerley H, & Kirk J, *An Introduction to Cognitive Behaviour Therapy Skills and Application*, Sage Publications, 2007

## Optional Unit 6

### Theories of Loss and Grief

|   |  |
|---|--|
| Unit Reference Number   | T/601/9299   |
| Level   | 3  |
| Credit value  | 8  |
| Learning outcomes   | Assessment criteria  |
| The learner will be able to:  | The learner can:   |
| 1. Know the theoretical models of loss and grief  | <p>1.1 Critically compare the key components of models associated with loss and grief (Bowlby, Kubler-Ross, Worden, Murray-Parkes and Stroebe &amp; Schut)</p> <p>1.2 Summarise the key ideas that the major schools of counselling and psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to loss and grief</p>  |
| 2. Understand the context of counselling people with loss and grief issues                                | <p>2.1 Explain the main issues affecting the use and application of counselling skills for loss and grief issues</p> <p>2.2 Select demonstrate and justify the appropriate skills to use in a helping interview</p>  |
| 3. Promote ethical practice when addressing loss and grief issues   | 3.1 Review the 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 Develop a plan to mitigate the key risks (ethical, legal, moral, physical) to both counsellor and client.  |
| 5. Understand how to reflect upon and develop own work in this area                                       | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.  |
| Additional information about the unit   |  |
| Unit purpose and aim(s)   | <p>This unit will provide candidates with knowledge of some of the key theories relevant to working with loss and grief. The unit also seeks to link the theories to the different models/schools of counselling. The aims of the unit are to:</p> <ul style="list-style-type: none"> <li>investigate and develop the work of loss and grief theorists, and compare the models used in loss and grief counselling</li> <li>develop insight and understanding into the ways that grief is manifested in the 'grieving process'</li> <li>practise counselling skills which may be relevant to</li> </ul> |

|   |  |
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|   | different contexts of loss and grief.  |
| 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>Essay or structured writing of 2000-2500 words comparing the different models within the grieving process, OR a critical evaluation on how the major schools of Counselling and Psychotherapy view the experience of grief and loss. (Internally Assessed)</p> <p>Practical role-play assessment contextualised to working within a loss and grief setting. (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  | 50 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

Working with the bereaved and the terminally ill is a very important area in counselling, nursing, and social work. Particular areas where this unit may assist career progression are counselling in GP surgeries, palliative care, including hospice work, HIV/AIDS projects and the growing number of projects aimed at supporting the bereaved and the terminally ill.

This Option Unit aims to provide candidates with an introduction to some of the key theories relevant to working with loss and grief. The experience of loss and our reactions to it is a universal one which takes many forms. Knowledge of theories which seek to explain the ways in which people respond to this experience is essential to support and inform effective practice by anyone working in a helping or caring profession. The course will be particularly helpful for anyone whose work brings them into contact with the bereaved and the terminally ill.

### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience. A centre devised APL process to establish a candidate's suitability is appropriate.

This unit is not suitable for those who have recently experienced bereavement or other major loss in their own lives.

### Learning outcomes

As outlined in the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

### Scheme of assessment

This unit requires the following for internal assessment:

- Journal **and**
- Essay
- Practical Skills Role-Play Assessment

### Subject content:

The candidate will gain an understanding of some or all of the major theories of grief and loss and related topics. They will be able to compare, contrast and evaluate how the major schools of counselling and psychotherapy view the experience of grief and loss.

### The Psychodynamic tradition

The power of unconscious processes.

### Freud

- Defences such as repression and denial as a reaction to loss
- The close relationship between mourning and depression
- Emotional investment and re-investment.

|   |   |
|---|---|
| Klein   | <ul style="list-style-type: none"> <li>• Love, guilt and reparation.</li> <li>• Mourning and its relation to manic-depressive states.</li> <li>• Depressive feelings as important and necessary.</li> <li>• Loss can re-evoked effects of previous losses.</li> </ul> |
| The Humanistic/Existential tradition            | <ul style="list-style-type: none"> <li>• Facing the inevitability of death as a key factor in mental health.</li> <li>• Loss and death as crisis of meaning.</li> </ul>   |
| Rogers  | <ul style="list-style-type: none"> <li>• The Core Conditions as primary and fundamental.</li> <li>• The individual client's experience of loss as unique.</li> </ul>  |
| The Cognitive-Behavioural tradition             | Thoughts and beliefs as primary determinants of feeling and behaviour.  |
| Beck  | Loss as a stressor likely to exacerbate dysfunctional assumptions.  |
| Theories particularly focused on loss and grief |   |
| Bowlby and Attachment Theory                    | <ul style="list-style-type: none"> <li>• Bonding Secure and insecure attachment</li> <li>• Separation</li> <li>• Patterns of attachment</li> <li>• Stages of grief.</li> </ul>  |
| Kubler-Ross                                     | <ul style="list-style-type: none"> <li>• Stages of dying.</li> </ul>  |
| Worden  | <ul style="list-style-type: none"> <li>• Grieving as a process.</li> <li>• Tasks of grieving to be worked through.</li> </ul>   |
| Murray-Parkes                                   | Importance of the family as the unit of care in counselling.  |
| Stroebe   | <ul style="list-style-type: none"> <li>• A dual-process model of grieving.</li> <li>• A balance between expression and inhibition.</li> </ul>   |
| Related Topics                                  |   |
| Aspects of grief                                | <ul style="list-style-type: none"> <li>• Normal grief</li> <li>• Inhibited grief</li> <li>• Chronic grief</li> <li>• Complicated grief</li> <li>• Traumatic grief</li> </ul>  |
| Post-traumatic stress disorder                  |   |
| Suicidal risk                                   |   |

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## Depression

### Additional learning from the unit

Candidates may be able to gather evidence for other Level 3 and Level 4 counselling Units:

- develop the Counselling Relationship
- monitor self within the counselling process
- make use of Supervision.

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF)..

### Essential information for tutors

Candidates will already have some understanding of the views of the three major schools on counselling in general. This module builds on that foundation by examining the main perspectives and models on which grief counselling is based.

It will not be realistic in the time available to attempt an in-depth coverage of all of the theories described above. The following allocation of guided learning time is suggested below.

### Major schools' views of loss and grief: 8 – 10 hours

When considering the Psychodynamic tradition, care should be taken to avoid being drawn into a lengthy exploration of the controversies and complexities of psychoanalysis. This would not be appropriate for this unit, where the focus needs to be on the client's experience of loss and grief and how certain fundamental theoretical concepts can assist the counsellor in what, in most cases, will be a relatively short series of sessions. Candidates will be doing well if they can grasp the Freudian and Kleinian ideas listed above and can discuss how they might apply to the actual examples of grief and loss they have experienced or witnessed.

The Humanistic and Cognitive-Behavioural traditions tend to be more immediately understandable. They are highly influential in counselling for grief and loss and should be given careful attention in class. The Existentialist notion of loss and death as confronting us with questions about the meaning of life may be quite challenging for some candidates.

### Theories particularly focused on loss and grief: 18 – 20 hours

A basic grasp of Attachment Theory is fundamental to this Unit. Once this is accomplished, the pros and cons of viewing grieving as a process in which certain stages can be recognised should be explored and should provide opportunity for fruitful discussion in class. Worden and Murray-Parkes are the most important sources here. Stroebe's contribution in asserting that inhibition of expression has a place in grieving as well as catharsis is also important.

### Related topics: 8 – 10 hours

The subject of depression, how various practitioners understand it and how it may be treated, must be covered, as must the essential subject of how the counsellor is to understand and respond to suicidal ideation and intent. The various aspects of grief identified by theorists are likely to provide valuable discussion material, although an in-depth grasp of each of them is not essential. Time permitting, the increasingly employed diagnosis of post-traumatic stress disorder (PTSD) can also be covered.

Offering support to someone suffering from loss or bereavement is a tremendous challenge, and it should be stressed that such work is not for everyone.

As well as covering the subject matter outlined above, opportunity should be taken wherever possible:

- to enable candidates to recognise normal and abnormal grief reactions
  - to raise awareness of attitudes and practices around death across cultures
  - to foster a critical and evaluative approach to the theories and concepts which deal with grief, loss and bereavement. The limitations of linear models which offer a map of sequential stages of grieving should be examined
  - to consider loss in its broadest sense, eg loss of limbs through amputation, diagnosis of chronic illness, miscarriage, birth of baby with disability, divorce, loss associated with abuse.
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## Theories of Loss and Grief

### Suggested Reading

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Bowlby J, *Attachment and Loss*, Volume 3, Pimlico, 1998  
(Students may also benefit from reading volumes 1 and 2)

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

Klass D, Silverman PR, & Nickman S, (eds), *Continuing Bonds: New Understandings of Grief*, Taylor and Francis, 1996

Kubler-Ross E, *On Death and Dying*, Routledge, 2008

Machin L, *Working with Loss and Grief: A New Model for Practitioners*, Sage Publications, 2008

Murray Parkes, C & Prigerson, H, *Bereavement: Studies of Grief in Adult Life*, (Third Edition) Penguin, 1998

Raphael B, *The Anatomy of Bereavement*, Aronson Publishers, 1994

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

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

# Optional Unit 7

## An Introduction to Transactional Analysis

|  |   |
|--|---|
| Unit Reference Number  | D/601/9300  |
| Level  | 3   |
| Credit value   | 8   |
| Learning outcomes  | Assessment criteria   |
| The learner will be able to:   | The learner can:  |
| 1. Understand the theory and structure of personality  | 1.1 Summarise the key components of Berne's Ego model<br>1.2 Explain how this model relates to own feelings and behaviour   |
| 2. Understand the theory of transactions and their influence on the process of communication   | 2.1 Explain the three types of transactions<br>2.2 Analyse their own communication styles in different situations   |
| 3. Understand the concept of life scripts  | 3.1 Explain the types of life scripts<br>3.2 Analyse their own life script<br>3.3 Draw conclusions which show how own life script may impact on practice  |
| 4. Understand how to manage the helping interaction to keep counsellor and client safe and supported when using elements of Transactional Analysis | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral physical) to both counsellor and client   |
| 5. Understand how to reflect upon and develop own work in this area  | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.   |
| Additional information about the unit  |   |
| Unit purpose and aim(s)  | This unit will provide candidates with a theoretical knowledge and understanding of Transactional Analysis, and the practise of the skills and techniques involved in Transactional Analysis. It will also provide candidates with the language of Transactional Analysis, and how it has been utilised by other counselling approaches.<br><br>This unit will enable the candidate to: |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• understand the theoretical underpinning of Transactional Analysis</li> <li>• develop understanding of the terms and terminology used in Transactional Analysis</li> <li>• practise counselling using Transactional Analysis skills and techniques.</li> </ul>  |
| 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, HWB7</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>An essay of 2000-2500 words which demonstrates candidates' ability to understand the theory behind Transactional Analysis, evaluated to personal experience and its likely effectiveness to counselling practice (Internally Assessed)</p> <p>Practical role-play assessment contextualised to working within an addictions setting. (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  | 50 (80 notional learning hours)   |

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## Additional Information for Tutors

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### About this unit

Transactional Analysis is both a theory and a method of psychotherapy and counselling. For the counselling practitioner, it provides wider opportunities for working with clients who may benefit from personal growth and change in their life.

Transactional Analysis may be used for individual or group work and with children, adolescents or adults. Transactional Analysis has proved to be particularly effective in counselling, social work, nursing, educational settings and in managing people more effectively.

Transactional Analysis methods may also be used to help people to become more effective communicators, developing within them skills and knowledge with which to analyse their own feelings and behaviour, and to encourage them to take greater responsibility for their own lives and personal development.

Transactional Analysis methods are useful for group training purposes for example, in managing change or resolving conflict between workers and their supervisor. Transactional Analysis is an integrative theory and it draws ideas from several of the core theoretical approaches to counselling and, therefore, the processes are compatible with most of the more traditional counselling methods.

Transactional Analysis is a sufficiently flexible methodology to also be useful in short-term or Brief Therapy work and can also be usefully employed by the less experienced counsellor.

The central concepts of Transactional Analysis can be conveyed in relatively simple terms and thus it is more widely accessible than some other counselling processes.

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### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

There are no reasons for excluding certain classes of young people from the unit, but care should be taken when recruiting candidates that they are prepared emotionally to take on the commitment of personal discovery.

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### Learning outcomes

As outlined in the Unit Template  
In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

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### Scheme of assessment

Refer to QCF Unit template and specification for more details. This unit requires the following for internal assessment:

- Journal
- Essay
- Practical Skills Role-Play Assessment

Knowledge and understanding of course content will be assessed by means of a reflective journal for each session taught.

This will enable candidates to demonstrate their ability to understand the theory, evaluate personal experience and likely effectiveness.

Assessing tutors must be aware that it is essential to assess the journal entry early so that candidates can have constructive positive feedback.

Final submission of the Journal and Essay must allow sufficient time for candidates to resubmit their work once during the normal life of the course in the event that their attempt is referred. Tutors will need to submit an assessment plan to the AQA External Verifier at the start of the unit.

This unit is assessed internally by the tutor and externally verified by the AQA External Verifier.

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### Subject content

The candidate will study the following in relation to Transactional Analysis theory, how to:

- help the client gain understanding of how he/she has been experiencing difficulties and encourage the client's personal responsibility
  - help clients look for personal change through use of the Ego model
  - take joint responsibility for achieving contract goals based on a contractual method
  - work through these goals and help the client to move out of script and into autonomy.
- 

### Element I

Theoretical background, to include:

- Eric Berne, 'Origins and Development of Transactional Analysis'
  - Motivation. Wanting change and having commitment
  - Ego states – parts of the personality that represent the three basic separate and distinct sources of behaviour
  - Definition and use of the Parent-Adult-Child Model
  - Contracting in Adult mode to set goals
- 

### Element II

Communication, to include:

- Untangling the child ego stage
-

- Transactions
  - Strokes -Positive  
Negative
  - Ways of time structuring.
- 

Element III

Life Script, to include:

- Drivers Injunctions and Permissions
  - Rackets and Stamps
  - Awareness of games and analysis
  - Changing decisions and new choices
  - Endings.
- 

Additional learning from the unit

Candidates may be able to gather evidence for other Level 3 and Level 4 Counselling Units:

- Develop the Counselling Relationship
- Monitor self within the counselling process
- Work in teams
- Make use of Supervision.
- Contractual method
- Work through these goals and help the client to move out of script and into autonomy.

Evidence for the following may also be acquired: Functional Skills Units, Skills for Health competences(NOS) and NHS Knowledge and Skills Framework competences (KSF)

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Essential information for tutors

Ideally, the unit will be taught by a Transactional Analysis (TA) practitioner, but tutors qualified to at least Level IV, with a good knowledge of TA, may be equally appropriate.

As well as covering the subject matter, opportunity should be taken to encourage the necessary joint respect for counsellor and client during all interactions and involvement.

This is always present in a counselling relationship, but in Transactional Analysis it relates especially to an awareness of the power dynamics which occur when setting up contracts and challenges. The importance of working in a creative spontaneous way to enable movement and growth should be promoted.

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## **Transactional Analysis Theory**

### **Suggested Reading**

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Berne E, *Transactional Analysis in Psychotherapy*, Eigel Merovich, 2009

Clarkson P, *Transactional Analysis Psychotherapy: An Integrated Approach*,  
Routledge, 1992

Corey G, *Theory and Practice of Counselling & Psychotherapy*, (Sixth Revised Edition), Wadsworth  
Publishing, 2009

Lister-Ford C, *Skills in Transactional Analysis Counselling and Psychotherapy*,  
Sage Publications, 2002

McLeod J, *An Introduction to Counselling*, (Fourth Edition), Open University Press, 2009

Nelson-Jones R, *Theory and Practice of Counselling and Therapy*, Sage Publications, 2005

Stewart I. *Transactional Analysis Counselling in Action*, (Third Edition), Sage Publications, 2007

Stewart I & Joines V, *TA Today: A New Introduction to Transactional Analysis*, Lifespace Publishing, 1987

Stewart I *Developing Transactional Analysis Counselling*, Sage Publications, 1996

# Optional Unit 8

## Brief Therapy

|  |  |
|--|--|
| Unit Reference Number  | K/601/9302   |
| Level  | 3  |
| Credit value   | 8  |
| Learning outcomes  | Assessment criteria  |
| The learner will be able to:   | The learner can:   |
| 1. Understand the main models of Brief Therapy   | 1.1 Critically compare the key components of strategic psychotherapy, Skilled Helper Model and solution focused brief therapy<br>1.2 Summarise these models in terms of their view of the person and the principles of the therapeutic practice  |
| 2. Understand the context of time-limited counselling  | 2.1 Explain the main issues affecting the use and application of counselling skills in time-limited contracts<br>2.2 Select, demonstrate and judge the appropriate skills to use in a helping interview  |
| 3. Promote ethical practice when working in a time-limited way   | 3.1 Review key challenges to ethical practice when working in a time-limited way   |
| 4. Understand how to manage the helping interaction to keep both counsellor and client safe and supported in Brief Therapy | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.  |
| 5. Understand how to reflect upon and develop own work in this area  | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.  |
| Additional information about the unit  |  |
| Unit purpose and aim(s)  | <p>This unit will provide candidates with insights, knowledge and understanding of Brief Therapy skills and techniques, and consider its effectiveness within the spectrum of counselling theories and models.</p> <p>The aim of the unit is to help the candidate:</p> <ul style="list-style-type: none"> <li>• understand the approaches of the different Brief Therapy theorists</li> <li>• have an awareness of the limitations of the Brief Therapy model</li> <li>• differentiate between Time-Limited Therapy Paradigm and Brief Therapy</li> <li>• understand the Brief Therapy model and its impact upon the counselling relationship.</li> </ul> |

|   |   |
|---|---|
|   |   |
| 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, HWB7</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>An essay of 2000-2500 words demonstrating an understanding of Brief Therapy practice and theory and its effectiveness to counselling practice (Internally Assessed)</p> <p>Practical role-play assessment demonstrating Brief Therapy skills and techniques (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  | 50 (80 notional learning hours)   |

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## Additional Information for Tutors

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### About this unit

This Level 3 option unit is for those people who wish to use Brief Therapy within a range of settings. The focus is on the theoretical basis of Brief Therapy as derived from the strategic approaches to counselling/psychotherapy of, for example, Jay Haley's Strategic Psychotherapy, Steve de Shazer's Solution Focused Brief Therapy, and William Hudson O'Hanlon's Solution Oriented Therapy. The Psychodynamic tradition rooted in Freudian and post-Freudian models is not addressed. Candidates might be involved with auditing their work, to give an accurate professional account of its process and outcomes. Therefore, a likely audience for the course could include: mental health practitioners, educationists, social services, line managers, HR personnel and counsellors working in organisations, CAB's and Debt Advice services, and a variety of charities actively engaged with their clients, particularly those working within the field of alcohol and substance abuse.

This unit is needed because an increasing number of the patient population are expressing the need to discuss their personal issues rather than only receiving medication from their doctors for mental health difficulties. There is a corresponding demand from employees to have support in dealing with their issues, and as these can impact upon their productivity at work, employers also want a counselling service. The third strand is fuelled by the gradually changing philosophy of charities that seek to empower their clients in dealing with the difficulties they are faced within their lives. Brief Therapy may provide a structured, time-limited framework that is both productive and economical. It therefore fulfils many of the requirements stemming from the above trends.

Recent research indicates that counselling compares favourably with the usual GP care in the management of anxiety and depression, and counselling has enhanced the speed of recovery for patients suffering from a range of psychological conditions. Moreover, follow-up studies indicate that their recovery is sustained. Brief Therapy, therefore, contributes to effective results. Similarly, the workforce of an organisation has shown reduced levels of absenteeism when counselling has been provided.

1. Mackay, M. in *Counselling at Work*, Winter 2000
2. Kay, Sibbald, Ward, Bower et al. *British Medical Journal*, December 2000 (in Hodson, *Counselling at Work*, Summer 2001)

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### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

The unit would not be suitable for candidates who wish to study models oriented towards longer-term work, such as Psychodynamic Existential counselling.

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|---------------------------------------|--|
| Learning outcomes                     | <p>As outlined on the Unit Template</p> <p>In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.</p>  |
| Scheme of assessment                  | <p>. This unit requires the following for internal assessment:</p> <ul style="list-style-type: none"> <li>• Journal and</li> <li>• Essay</li> <li>• Practical Skills Role-Play Assessment</li> </ul>   |
| Assessment                            | <p>The unit is assessed internally by the tutor and externally moderated by the AQA Verifier.</p>  |
| Journal                               | <p>Knowledge and understanding of course content will be assessed by means of a learning and reflective journal for each session taught.</p> <p>This will enable candidates to demonstrate their ability to understand the theory, evaluate personal experience and likely effectiveness.</p>  |
| Essay                                 | <p>Assessing tutors must be aware that it is essential to assess the journal entry early so that candidates can have constructive positive feedback.</p> <p>Final submission of the Journal and Essay must allow sufficient time for candidates to resubmit their work once during the normal life of the course in the event that their attempt is referred. Tutors will need to submit an assessment plan to the AQA External Verifier at the start of the unit.</p>   |
| Practical Skills Role-Play Assessment | <p>Candidates will be working on the acquisition and development of TA skills throughout. At the conclusion of the unit, there will be a formal skills practical assessment of the skills and techniques acquired.</p>   |
| Subject content                       | <ol style="list-style-type: none"> <li>1. How the main Models of Brief Therapy have developed. <ul style="list-style-type: none"> <li>Brief Strategic Approaches of Milton Erickson as developed by Jay Haley – Foundations in communication within a time-limited paradigm.</li> <li>Gerard Egan’s Skilled Helper Model – a potential framework for time-limited work.</li> <li>Steve de Shazer, Insoo Kim Berg and the Brief Solution Focused model – the steps involved in doing brief therapy.</li> <li>William Hudson O’Hanlon – a Solution Oriented approach – a comparative and contrasting model with de Shazer’s.</li> </ul> </li> <li>2. A critical evaluation of two of the main approaches to Brief Therapy in terms of their view of the person and the principles of the therapeutic relationship.</li> <li>3. Outcomes – comparative studies of Brief Therapy, variables affecting outcomes (eg the Therapeutic Alliance, client</li> </ol> |

characteristics, client actions and experiences of Brief Therapy, counsellor characteristics and actions in Brief Therapy).

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**Additional learning from the unit**

Candidates may be able to gather evidence for other Level 3 and 4 counselling units:

- develop the Counselling Relationship
- monitor self within the counselling process
- make use of Supervision.

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences NOS) and NHS Knowledge and Skills Framework competences (KSF)..

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**Essential information for tutors**

Before embarking on this unit, candidates will have some understanding of the views of the three major schools (Psychodynamic, Cognitive-Behavioural and Humanistic) so that Brief Therapy is placed in context.

In spite of its apparent simplicity, working with Brief Therapy is a sophisticated skill with a firm theoretical basis rooted in the belief, (and increasingly supported by firm scientific evidence) that effective therapeutic interventions may be used in the first eight sessions of counselling clients.

It is expected that throughout delivery of the module:

- the candidate will be exposed to the ethical principles and challenges implicit to Brief Therapy
  - debate will be encouraged about the suitability and contra-indications of using Brief Therapy. This will include diversity issues, mental health problems and personal styles of communication amongst the client cohort
  - there will be a climate of constructive critical and evaluative discussion, which is presented in a summative way through keeping a journal and presenting the Discussion Paper.
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## **Introduction to Brief Therapy**

### **Suggested Reading**

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Dryden W , & Feltham C, *Brief Counselling: A Practical Guide for Beginning Practitioners*, (Second Edition), Open University Press, 2006

Feltham C, *Time-Limited Counselling*, Sage Publications, 1996

Littrel JM, *Brief Counselling in Action*, Norton & Co, 1998

O'Connell B, & Palmer S, (eds), *Handbook of Solution-Focused Therapy*, Sage Publications, 2003

## Optional Unit 9

### Skills for Supervision

|  |  |
|--|--|
| Unit Reference Number  | T/601/9304   |
| Level  | 3  |
| Credit value   | 8  |
| Learning outcomes  | Assessment criteria  |
| The learner will be able to:   | The learner can:   |
| 1. Understand the nature of and need for Supervision   | 1.1 Critically compare the key components of models of supervision (formative, normative, restorative, Hawkins and Shohet)<br>1.2 Summarise the key tasks of the supervisor  |
| 2. Select case material for Supervision  | 2.1 Judge material appropriate for Supervision<br>2.2 Select, demonstrate and justify appropriate skills to present material at Supervision  |
| 3. Implement feedback from Supervision to improve practice   | 3.1 Develop an action plan arising from three recent Supervision sessions  |
| 4. Understand how to manage the relationships to safeguard the triad (counsellor, client and supervisor) | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client<br>4.2 Review key challenges to ethical practice when presenting case material in Supervision (individual and group)  |
| 5. Understand how to reflect upon and develop own competence in this area                                | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, personal research.  |
| Additional information about the unit  |  |
| Unit purpose and aim(s)  | <p>This unit will provide candidates with knowledge and understanding of the need and value of Supervision in developing and maintaining a safe, responsible and reflective practice. Course material will address the nature of the supervisory relationship, and enable candidates to consider the effectiveness of supervision in relation to their practice.</p> <p>The unit aims to enable candidates to:</p> <ul style="list-style-type: none"> <li>• identify the type(s) of supervision they need to work ethically and effectively</li> <li>• have knowledge and understanding of the range of</li> </ul> |

|   |   |
|---|---|
|   | <p>supervision models</p> <ul style="list-style-type: none"> <li>• contract with a supervisor and provide a Supervision Contract</li> <li>• recognise material appropriate for supervision and to practise the presentation of this material</li> <li>• Analyse evidence on how Supervision informs and improves practice</li> </ul>  |
| 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, HWB7</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>A structured essay of between 2000-2500 words demonstrating the candidate's own understanding of the need for supervision, which both enables and facilitates the support, challenge and monitoring of practice with reference to BACP's <i>'Ethical Framework for Good Practice in Counselling and Psychotherapy'</i> (2010) (Internally Assessed)</p> <p>Practical role-play assessment demonstrating Supervision skills and techniques. (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  | 50 (80 notional learning hours )  |

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## Additional Information for Tutors

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### About this unit

Supervision is ethically essential for counsellors, and is strongly recommended for users of counselling skills. The BACP Guidance on Good Practice in Counselling and Psychotherapy *Codes of Ethics and Practice* and its Framework for Ethical Practice make this clear. Because the term 'supervision' has so many connotations, trainees need help to use counselling Supervision effectively. This unit enables candidates to use Supervision to support, monitor and improve their practice.

It is also acknowledged that candidates for the Level 3 or 4 Awards may well be in managerial supervisory roles (eg Social Workers, Senior Nurses, Personnel/Human Resources managers). Therefore, the unit offers insight into how counselling skills can enhance this function, particularly in the sensitive use of process and structure. The practical as well as the ethical is thus considered.

### Unit specific entry requirements

Candidates selecting Skills for Supervision as their option unit must:

Be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

- have literacy skills at an appropriate level (centres will provide support in this area for candidates who are otherwise suitable)
- have an understanding of the requirements of experiential learning
- undertake to become familiar with appropriate Codes and with the BACP Ethical Framework of Good Practice 2010
- have completed the AQA Level 3 Unit 1
- be able to identify future practice placement opportunities at Level 3 for Level 4 (in order to gather suitable material)
- be able to locate and work with a Supervisor acceptable to the centre and to AQA.

### Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

### Scheme of assessment

This unit requires the following for internal assessment:

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

### Subject content

While working towards the outcomes, candidates should cover:

- an exploration of the nature of and need for Supervision
- health and safety issues for counsellor and client
- the differences between Managerial and Counselling Supervision

- appropriate BACP Codes and Framework
- at least one model of Supervision, eg formative, normative, restorative, Clinical Rhombus, Hawkins and Shoet
- the boundaries establishing the working alliance
- record keeping and record access (legal restrictions)
- presentation of material (selection and openness)
- the parallel process phenomenon
- practising skills as Supervisor and person being supervised
- using Supervision for professional and personal development.

#### Additional learning from the unit

While achieving this unit, candidates may also gain evidence for other Level 3 or 4 units.

- Evaluate and develop own work
- Monitor self within the counselling process
- Make use of Supervision

Evidence for the following may also be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF)..

#### Essential information for tutors

Although much of the practical element of this unit will be non-face- to-face tuition, since it will derive from the candidate's future or current professional placement work if in employment parallel to undertaking this unit, the in-class tuition should be mainly experiential in order that skills can be practised in a safe learning environment.

An important area for instruction and focus should be related to the *purpose, methods, models and process* of Supervision. In range terms this would cover:

#### The purposes of supervision

Accountability responsibility to and for personal and professional development.

#### Methods

One-to-one; group; peer; triad and their advantages and disadvantages, particularly in relation to theoretical orientation.

#### Models

Formative, Normative, Restorative, Clinical Rhombus, Hawkins & Shoet.

#### Process

The parallel process (other) ethical and equal opportunity issues, the working alliance, boundaries.

The skill areas should help candidates to develop skills of negotiation, both for contracting and for maintaining the working alliance. Candidates also need to practise the giving and receiving of feedback. This can usefully be done in triad work, which can also highlight parallel process issues, and the differences/similarities between Counselling and Supervision.

In discussion or small group work, candidates may usefully explore confusion/tensions arising in Supervision; the desirability (or otherwise) of same orientation; the limits of personal and professional competence (both as Supervisor and person being supervised) and how to monitor case load.

The simulated contracting interview should last for no less than 20 minutes and no more than 30 minutes. The simulation should follow the usual counselling practice of triad work, with Supervisor, person being supervised and Observer. The Observer is required to check off on the assessment sheet that items of CONTENT have been included. The tutor role is to monitor process skills separately, as the tutor moves from triad to triad. The tutor is then able to 'match' both assessment records to ensure competence.

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Assessment practices

The simulated supervision interview following the same pattern should last for no less than 30 minutes. The assessment sheets for both Observer and Tutor are the same. Candidates while supervised, should be reminded that they should demonstrate good skills while in that role and that the Tutor (while valuing the Observer input) is the assessor.

Candidates who are referred in practical sessions may be given further attempts and tutors need to allow time for this.

Candidates may be deemed practically competent when both elements are achieved. Tutors should model good Supervision practice in feedback, especially to referred candidates.

Time limits for the written coursework are at the tutor's discretion, but should be realistic.

## OBSERVER SHEET FOR CONTRACTING

**Note to Observer:** Put a tick against each item you observe and make a brief note of what was said. The order is not important. **Please note** that you are not looking at style, or relationship building, which will be monitored by your tutor.

| ITEM                                     | SEEN? | EXAMPLE |
|--|-------|---------|
| PRACTICAL ARRANGEMENTS                   |       |         |
| Time, length, frequency                  |       |         |
| Place                                    |       |         |
| Costs involved                           |       |         |
| Recording                                |       |         |
| Record Keeping                           |       |         |
| BOUNDARY ISSUES                          |       |         |
| Confidentiality                          |       |         |
| Personal/Professional                    |       |         |
| Organisational                           |       |         |
| Contractual                              |       |         |
| ETHICAL ISSUES, eg                       |       |         |
| Code(s) of Practice                      |       |         |
| OTHER                                    |       |         |
| Roles and responsibilities of each party |       |         |
| Model for Supervision                    |       |         |
| Agreement to review                      |       |         |

**ASSESSMENT SHEET FOR CONDUCTING THE SUPERVISION INTERVIEW**

**NAME**

| CRITERION  | MET? | EXAMPLE |
|--|------|---------|
| The agenda was clarified                         |      |         |
| <b>The person being supervised:</b>              |      |         |
| Identified practice issue(s)                     |      |         |
| Explored reaction to client(s)                   |      |         |
| Considered strategies for achieving client goals |      |         |
| Challenged/accepted challenge to practice        |      |         |
| Time was kept                                    |      |         |
| Stayed within working alliance                   |      |         |
| Other (eg confidentiality)                       |      |         |
| Rationale for model used was given               |      |         |
| Case load management was reviewed                |      |         |

**Tutor/Observer Comments:**

# Optional Unit 10

## Working with Trauma

|   |  |
|---|--|
| Unit Reference Number   | A/601/9305   |
| Level   | 3  |
| Credit value  | 8  |
| Learning outcomes   | Assessment criteria  |
| The learner will be able to:  | The learner can:   |
| 1. Understand the features of Trauma  | 1.1 Clarify the term trauma<br>1.2 Explain the differences between Post Traumatic Stress, Post Traumatic Stress Disorder and Critical Incident Stress<br>1.3 Use relevant sections of DSM IV to demonstrate familiarity with diagnosis of PTS, PTSD and CIS  |
| 2. Understand the context of counselling people with Traumatic Stress                                     | 2.1 Explain the main issues affecting the use and application of counselling skills for persons presenting with trauma<br>2.2 Select, demonstrate and justify the appropriate skills to use in a helping interview   |
| 3. Promote ethical practice when working with Trauma  | 3.1 Review key challenges to ethical practice when working with people with Trauma   |
| 4. Understand how to manage the helping interaction to keep both counsellor and client safe and supported | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.  |
| 5. Understand how to reflect upon and develop own work in this area                                       | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.  |
| Additional information about the unit   |  |
| Unit purpose and aim(s)   | This unit will provide candidates with an informed knowledge and understanding of the effects of traumatic experiences in different contexts and their effect upon individuals. It will also provide a range of skills and techniques which can be used to respond to such experiences. It will also provide insights into the need for Critical Incident Stress Debriefing, and the counselling skills needed.<br><br>The overall aims of the unit are to enable candidates to: |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• clarify the terms trauma (PTS), CIS), and PTSD)</li> <li>• recognise the signs of symptoms of PTS, CIS, and PTSD</li> <li>• identify the pre-disposing factors</li> <li>• understand the significance of debriefing</li> <li>• develop and practise skills and techniques for trauma settings</li> <li>• facilitate coping and managing strategies for victims and self.</li> </ul> |
| 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, HWB7</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>Essay of 2000 to 2500 words maximum comparing the differences between PTS, PTSD and CIS. (Internally Assessed)</p> <p>Practical role-play assessment contextualised to trauma setting. (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  | 50 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

This unit aims to increase awareness and, in counselling or in areas associated with mental health (both understanding of *trauma*, *post-trauma stress*, *post-traumatic stress disorder*, *critical incident stress* and *critical incident stress debriefing*.) Whether working in a caring profession voluntary and statutory, candidates will benefit from an increased knowledge of trauma and its associated signs and symptoms. Candidates are helped to gain insight into how critical incident debriefings are conducted and the counselling skills which are needed, while observing the differences between a debrief and counselling as therapeutic interventions for emotional shock.

### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience and have the following:

- An understanding that the unit requires a considerable amount of experiential work is essential.
- Candidates should not recently have suffered any form of trauma or close bereavement.
- Candidates should be able to access Support and Supervision.
- Candidates should have good support networks, as working with trauma can create stress in those not immediately affected.
- The core unit of either the AQA Level 3 Certificate or of the Level 4 Diploma in Therapeutic Counselling should have been completed or be in progress.
- All candidates should undertake to become familiar with and abide by appropriate Guidance on Good Practice in Counselling and Psychotherapy with the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy 2010.

### Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

### Scheme of assessment

This unit requires the following for internal assessment:

- Journal **and**
- Essay
- Practical Skills Role-Play Assessment

### Subject content

In order to achieve the learning outcomes, candidates will work on:

- defining trauma
- health and safety issues for counsellor and client

- recognising signs and symptoms
- identifying thoughts, feelings, behaviours, physical manifestations
- evaluating helpful aftercare
- eliciting positives
- PTSD and DSM IV
- pre-disposing factors
- coping styles/strategies
- referral
  
- supervision/care of the helper/counsellor
  
- debriefing critical incidents and critical incident stress
- models of Critical Incident Stress Debriefing
- structure of a debrief.

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Additional learning from the unit

Candidates may be able to gather evidence for other Level 3 and Level 4 counselling units:

- Evaluate and develop own work
- Operate referral procedures
- Ensure a structured counselling setting
- Develop the counselling relationship
- Monitor self within the counselling process
- Work in teams
- Make use of supervision
- Assist clients to decide on options for meeting their requirements

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences and NHS Knowledge and Skills Framework competences (KSF)..

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Essential information for tutors

- It is important that candidates appreciate the difference between a Debrief and Counselling. Frequent reminders that a Debrief may be therapeutic, but that it is not therapy, may be necessary.
- Attention should also be drawn to recent discussions concerning the efficacy of Debriefing. The BACP Journals have extensive articles and correspondence relating to this. As with all counselling, or counselling related intervention, an evaluative approach should be taken.
- A good bank of case material will be helpful, particularly in helping candidates to be clear about the differences between PTS, PTSD and CIS. There is evidence from those working in this field that there can be confusion about the differences, and that this can sometimes lead to escalation of symptoms and to inappropriate or untimely referral. Clarity is important. As candidates are working at Level 3, it should be possible to ensure that the significance

of these differences is fully understood. Case study material is a vivid way of illustrating the point.

- Candidates should be encouraged to compile a data bank of appropriate referral agencies. As a group task this can also be a helpful way of building support networks and of networking within the group, which could be invaluable after the course. A 'health warning' that working with trauma can create considerable stress and that working without support/supervision is not only unethical, but could be psychologically damaging, might be a useful contracting area for group work. There is opportunity here for tutors to model good practice.
- The relevant sections of DSM IV could be condensed into bullet points and used as handouts.
- The debriefing simulation may create anxiety. Tutors may offer to role-play the case study themselves. However, experience suggests that many candidates are comfortable about role-playing and that the experiential and skills practice work on the course will have encouraged this. Care should be taken about staying in role and with de-roling.
- Candidates need to pass both assessment elements. Candidates who are referred in practical sessions may be given further attempts and tutors need to allow time for this.

Candidate's Name:

Date

**Assessment for a Critical Incident Debrief**

|    | <b>Assessment for a Critical Incident Debrief</b> |   | <b>Pass</b> | <b>Refer</b> |
|----|---|---|-------------|--------------|
| 1. | The Candidate                                     | States clearly which model they intend to use<br>Structures the interview (NB the ordering is crucial).   |             |              |
| 2. | Introduction                                      | The aim of the debrief is explained.<br>The process and method is outlined.<br>'Health warnings' about feeling worse.<br>Ground rules (confidentiality, from past to present to future), not therapy. |             |              |
| 3. | Eliciting Facts                                   | What happened before the incident?<br>What happened during the incident?<br>What did you do?<br>How did others react to you?  |             |              |
| 4. | Mental Response                                   | Thoughts at the time.<br>Results of thoughts.<br>Rationale (why did you do it?).  |             |              |
| 5. | Emotional Response                                | Sensory.<br>Emotional.<br>Since the incident.   |             |              |
| 6. | Normalisation                                     | Emphasis on the normality of the responses.<br>The abnormality of the incident  |             |              |
| 7. | Mobilising Support                                |   |             |              |
| 8. | Ending  |   |             |              |
| 9. | follow-up   |   |             |              |

**Tutor Feedback:**

## Working with Trauma

### Suggested Reading

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- Bond T, *Standards and Ethics for Counselling in Action*, (Third Edition), Sage Publications, 2009
- Hodgkinson PE, & Stewart M, *Coping with Catastrophe: A Handbook of Post-Disaster Psychological Aftercare*, (Second Edition), Routledge, 1998
- Kinchin D, *Post Traumatic Stress Disorder: The Invisible Injury*, Success Unlimited, 2005
- Parkinson F, *Critical Incident Debriefing: Understanding and Dealing with Trauma*, Souvenir Press, 1997
- Rosen S (ed), *Post Traumatic Stress Disorder: Issues and Controversy*, Wiley Blackwell, 2004
- Scott MJ, & Stradling S, *Counselling for Post Traumatic Stress Disorder*, Sage Publications, 2006
- Spiers T, *Trauma: A Practitioner's Guide to Counselling*, Routledge, 2001
- Tehrani N, *Workplace Trauma: Concepts, Assessment and Interventions*, Routledge, 2004
- Williams M-B, & Poijula S, *The PTSD Workbook*, New Harbinger Publications, US, 2002
- Zayfert C, & Becker CB, *Cognitive-Behavioral Therapy for PTSD*, Guilford Press, 2008

# Optional Unit 11

## Working with Couples

|   |   |
|---|---|
| Unit Reference Number   | F/601/9306  |
| Level   | 3   |
| Credit value  | 8   |
| Learning outcomes   | Assessment criteria   |
| The learner will be able to:  | The learner can:  |
| 1. Know the theoretical models of couple counselling  | 1.1 Critically compare the key components of systems therapy, family therapy and emotionally focused couples therapy (EFT)<br>1.2 Summarise the key ideas that the major schools of counselling and Psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to couples counselling  |
| 2. Understand the context of counselling couples  | 2.1 Explain the main issues affecting the use and application of counselling skills when working with couples<br>2.2 Select, demonstrate and justify the appropriate skills to use in a helping interview   |
| 3. Promote ethical practice when working with couples   | 3.1 Review key challenges to ethical practice when working with couples   |
| 4. Understand how to manage the helping interaction to keep both counsellor and client safe and supported | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client  |
| 5. Understand how to reflect upon and develop own work in this area                                       | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research  |
| Additional information about the unit   |   |
| Unit purpose and aim(s)   | This unit will provide candidates with the skills, knowledge and understanding of working with couples, and how different counselling theories may affect both the process and outcome of counselling.<br>The aim of the unit is to help the candidate: <ul style="list-style-type: none"> <li>• understand and evaluate the theoretical approaches to relationship counselling</li> <li>• develop skills and strategies for working with couples.</li> </ul> |

|   |  |
|---|--|
| 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, HWB7</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>An essay or case study of 2000-2500 words maximum demonstrating an understanding of the counselling skills and strategies needed for working with couples in conflict from within a specific counselling approach (Internally Assessed)</p> <p>Practical role-play assessment contextualised to working with couples. (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  | 50 (80 notional learning hours )   |

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## Additional Information for Tutors

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### About this unit

Difficulty with relationships is arguably the most frequently presenting problem for Counselling (although couples do not always present together). Insight into relationship dynamics is valuable for helpers and counsellors who work one-to-one, as well as for those actually working with couples. This unit therefore gives candidates insight into the dynamics of adult relationships (which will be of value in many areas of helping and support); it also explores the skills and strategies of working with a dynamic between two people simultaneously. Issues of self-awareness are reflected on, particularly in relation to collusion with one partner or the other. Since the relationship is, so to speak, 'in the room', candidates are helped to revisit the skill of immediacy and of challenging the 'here and now'. Ethical issues are stressed.

### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

- be confident in Stage 2 Counselling Skills, particularly immediacy
- undertake to become familiar with the BACP *Ethical Framework for Good Practice in Counselling and Psychotherapy (2010)*;
- have appropriate literacy skills (for otherwise suitable candidates, centres will provide learning support for those experiencing difficulty).

### Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

### Scheme of assessment

This unit requires the following for internal assessment:

- Journal and
- Essay
- Practical Skills Role-Play Assessment

### Subject content

In meeting each of these objectives, tutors and candidates must recognise that the health and safety of both the counsellor and the candidate, potential dangers and appropriate action to minimise damage must be considered.

While studying this unit, candidates should cover the following topics:

- attraction
  1. conscious preferences
  2. unconscious memories

- 
- 3. social expectations
  - 4. cultural/religious differences
  - health and safety for counsellor and client
  - distance and intimacy
  - expectations (fantasy and reality)
  - meeting own and other's needs
  - manifestations of conflict (eg poor communication; blaming; silence; infidelity; smothering)
  - interpretation of conflicts
  - theoretical approaches
    - 1. CBT
    - 2. REBT
    - 3. Psychodynamic
    - 4. Systems
  - skills for working, especially here-and-now skills, and for helping to improve communication
  - awareness of own role and dangers of colluding
  - ethical issues
    - 1. referral (eg for sexual problems)
    - 2. disclosure (eg for abuse)
  - level of competence (eg in cultural issues)
  - supervision/support.
- 

#### Additional learning from the unit

While meeting the learning objectives for this unit, candidates may also acquire *some* evidence for other Level 3 and 4 Counselling units, although it should be noted that the units are targeted at those working one-to-one with clients. Couple counselling sometimes necessitates separate work, before bringing the two people together for joint work.

- Evaluate and develop own work .
- Operate referral procedures
- Ensure a structured counselling setting
- Develop the counselling relationship
- Monitor self within the counselling process
- Make use of supervision
- Enable clients to access and use information
- Assist clients to decide on options for meeting their requirements
- Provide support for clients in planning a course of action

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF).

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### Essential information for tutors

- 'Working with Couples', although most likely to refer to heterosexual couples, may also involve work with same sex-couples. Tutors need to draw this to candidates' attention, perhaps as part of self-development. Self-awareness generally is important for this unit and tutors should help candidates to challenge their own principles and prejudices with regard to intimate relationships, which may be uncomfortable.
- Sex therapy has an established, specialised, training and although the topic should be introduced on the course, candidates should be aware of the need to refer. On the other hand, presenting problems may be masking sexual problems and helpers need some knowledge in order to detect this.
- When couples seek help for their relationship, communication is usually at a very low point or it may be in a state of change and transition (eg the use of silence). Some understanding of the cycle of communication is helpful here and an appreciation that the helper's role may be (especially in early stages of work) to re-establish communication. Skills of paraphrasing and reflection, to ensure that each partner 'hears' the other, need to be practised. Candidates will already be familiar with these skills, but need practice in using them to interpret. The difference between re-establishing communication and referreing needs emphasis.
- 
- Candidates will need help to enable them to see the relationship, rather than the individuals, as the 'client'. Working in the here-and-now is therefore very important, and extensive practice of the skill of immediacy is essential, as is use of appropriate challenge, which needs linking to self-awareness about not being perceived as blaming or as taking sides. Tutors need a good 'bank' of Case material to give candidates as wide a perspective as possible.
- Candidates referred on the practical sessions may be given further attempts. Tutors need to allow sufficient time for this.

## 1.9 Criteria for the Practical Assessment

| Candidate's Name |   | Date: _____     |      |       |
|------------------|---|-----------------|------|-------|
|                  | The Candidate:  |                 | Pass | Refer |
| 1.               | Opened the session appropriately                      |                 |      |       |
| 2.               | Established boundaries                                | time            |      |       |
|                  |   | confidentiality |      |       |
|                  |   | not blaming     |      |       |
|                  |   | own role        |      |       |
| 3.               | Facilitated communication                             |                 |      |       |
| 4.               | Used paraphrase and reflection sensitively            |                 |      |       |
| 5                | Reflected meaning <i>and</i> feeling(s).              |                 |      |       |
| 6.               | Kept the relationship as focus                        |                 |      |       |
| 7.               | Attempted to work in the here-and-now                 |                 |      |       |
| 8.               | Used immediacy confidently                            |                 |      |       |
| 9.               | Gave the interview a recognisable structure           |                 |      |       |
| 10.              | Ended appropriately (eg referred; set 'homework' etc) |                 |      |       |

## Criteria for the Analysis

**Candidate's Name**

**Date**

|     | <b>The Candidate:</b>                        |  | <b>Pass</b> | <b>Refer</b> |
|-----|--|--|-------------|--------------|
| 1.  | Accurately identified skills used            |  |             |              |
| 2.  | Commented on their effectiveness             |  |             |              |
| 3.  | Discussed the overt conflict                 |  |             |              |
| 4.  | Attempted an interpretation of causes        |  |             |              |
| 5.  | Clarified the approach used                  |  |             |              |
| 6.  | Described own reactions to each partner      |  |             |              |
| 7.  | Reflected on the management of the reactions |  |             |              |
| 8.  | Reflected on any ethical issues              |  |             |              |
| 9.  | Attempted a prognosis                        |  |             |              |
| 10. | Identified how Supervision would help        |  |             |              |

**Tutor Comment:**

## Optional Unit 12

### Helping Children and Young People

|  |  |
|--|--|
| Unit Reference Number  | J/601/9307   |
| Level  | 3  |
| Credit value   | 8  |
| Learning outcomes  | Assessment criteria  |
| The learner will be able to:   | The learner can:   |
| 1. Know the theoretical models of developmental stages and transitions with respect to childhood and adolescence | 1.1 Critically compare the key components of models/theories associated with childhood and adolescence (Bowlby, Erikson, Klein, Winnicott)<br>1.2 Summarise the key ideas that the major schools of counselling and psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to childhood and adolescence   |
| 2. Understand the context of counselling children and young people   | 2.1 Explain the main issues affecting the use and application of counselling skills for children and young people<br>2.2 Select and demonstrate appropriate skills to use in a helping interview   |
| 3. Promote ethical practice when working with children and young people  | 3.1 Review 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 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.  |
| 5. Understand how to reflect upon and develop own work in this area  | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.  |
| Additional information about the unit  |  |
| Unit purpose and aim(s)  | This unit will provide candidates with the skills, knowledge and understanding needed for this special area of practice. It will consider the particular issues counsellors confront when working with children and young people. It will look at models of human growth and development, and consider the particular boundaries relevant to working with children and young people. |

|   |  |
|---|--|
|   | <p>This unit will enable the candidate to:</p> <ul style="list-style-type: none"> <li>• understand the essential difference between counselling adults and counselling children and young people</li> <li>• understand the legal and ethical restrictions connected to working with children and young people.</li> <li>• develop theoretical understanding for working with children and young people</li> <li>• develop and practise relevant skills and techniques for conducting effective counselling interviews with a child or a young person.</li> </ul> |
| 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, HWB7</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>Essay of 2000-2500 words which includes analysis and comparison of the work of major developmental theorists, and their impact upon counselling practice (Internally Assessed).</p> <p>Practical role-play assessment contextualised to working with children and young people (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>1.3 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  | 50 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

This option unit aims to provide candidates with the skills, knowledge and insights needed for this special area of practice. It focuses on the particular boundary issues which apply when working with children and young people (eg the Children Act 1999, confidentiality; parental or other consent). The particular pressures impacting on young people in the 21<sup>st</sup> century (spiritual, moral, social and cultural) are a central focus. The module is underpinned by the concept of 'transition' as this applies to children and young people.

Candidates may approach the skills work from any theoretical base, provided that they can offer a sound rationale based on their learning in the Core Unit.

The unit is especially valuable for those working with young people: eg teachers, youth leaders, probation officers, intermediate care workers, social workers, careers personnel.

The primary learning goal for the option unit is that candidates can:

- conduct an ethical and empathic counselling interview
- evaluate the principles and knowledge which inform their practice.

Police authority clearance is required if the candidate is working with children.

Current legislation, eg *The Protection of Children Act 1999: A Practical Guide to The Act for all Organisations Working with Children, revised edition February 2009*

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### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience.

Candidates should have performed competently in the Core Unit, especially the skills element.

Some organisations or individuals may wish to acquire only Unit Certification, as relevant to their particular field of practice. Centres will then need to ensure that:

- training in counselling skills has been undertaken
- the candidate has read and understood the BACP *Ethical Framework for Good Practice in Counselling and Psychotherapy (2010)*.
- the candidate is aware that there is a written component for assessment and appropriate arrangements for this need to be in place.

All candidates will be made aware of legal restrictions applying to working with children and young people.

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Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

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Scheme of assessment

This unit requires the following for internal assessment:

- Journal and
  - Essay
  - Practical Skills Role-Play Assessment
- 

Subject content

Element I

- Issues of Consent
  - Health and Safety issues for counsellor and client
  - The Children Act 1999
  - Confidentiality (especially as it applies to minors) and Disclosure (BACP guidelines)
  - Impact of socio-cultural factors on development
  - Issues of Power
  - Role conflict (eg for Self; with other supporting agencies).
- 

Element II

- Concept of Life Transitions
  - Transition in relation to counselling
  - Particular transitions of childhood and adolescence
  - Stresses of these
  - Implications for practice
- 

Element III

- Counselling Skills (especially contracting)
  - Communication (appropriate levels)
  - Conflict
  - Supervision
- 

Additional learning from the unit

Candidates may be able to gather evidence for other Level 3 and Level 4 counselling Units:

Evaluate and Develop own Work

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- Operate referral procedures
- Ensure a structured counselling setting
- Develop the counselling relationship
- Monitor self within the counselling process
- Make use of Supervision
- Enable clients to access and use information
- Assist clients to decide on options for meeting their requirements
- Provide support for clients in planning a course of action

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF).

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# Optional Unit 13

## Counselling in Organisations

|   |   |
|---|---|
| Unit Reference Number   | J/601/9310  |
| Level   | 3   |
| Credit value  | 8   |
| Learning outcomes   | Assessment criteria   |
| The learner will be able to:  | The learner can:  |
| 1. Understand the nature of counselling contracts in organisations  | 1.1 Analyse the key issues arising for counsellors practicing in workplace settings<br>1.2 Evaluate the time limited outcome orientated nature of SFBT for workplace counselling  |
| 2. Understand the context of counselling in the workplace   | 2.1 Explain the main issues affecting the use and application of counselling skills for counselling in the workplace<br>2.2 Select, demonstrate and justify appropriate skills to use in a helping interview  |
| 3. Promote ethical practice when addressing counselling in the workplace                                  | 3.1 Review key challenges to ethical practice when working in organisations   |
| 4. Understand how to manage the helping interaction to keep both counsellor and client safe and supported | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.   |
| 5. Understand how to reflect upon and develop own work in this area                                       | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.   |
| Additional information about the unit   |   |
| Unit purpose and aim(s)   | <p>This unit will provide candidates with the skills, knowledge and understanding needed for counselling in organisations.</p> <p>The aims of the unit are to help candidates:</p> <ul style="list-style-type: none"> <li>• develop counselling skills and techniques, particularly from a Brief Therapy model, relevant to the practise of counselling skills within an organisational setting in a professional and ethical way</li> <li>• to develop skills needed for a professional counselling career within an organisational context</li> <li>• to develop and practise skills which will enable candidates to progress towards full practitioner status</li> </ul> |

|   |  |
|---|--|
| 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>Essay of 2000-2500 words which demonstrates an understanding of the counselling skills and strategies needed for counselling within an organisational context. (Internally Assessed)</p> <p>Practical role-play assessment contextualised to organisational settings. (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>1.4 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 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

This option unit aims to provide candidates with the skills, knowledge and understanding needed for this specialist area of practice.

With the increased provision of counselling services for large organisations, there has been a growth in demand for well-qualified practitioners who are able to interface with both employers and employees in the workplace. The demand for counselling has been fuelled by not merely a fear of litigation resulting from occupational stress, but also by well-documented research that indicates therapeutic interventions leading to change can have a positive impact upon employees' productivity.

An understanding of the nature of counselling contracts with organisations is central to this work, regardless of whether the counsellor practises on site or is affiliated to a counselling service provider to the client organisation. Boundary issues also give rise to pressures within the parameters of improving the organisation's business effectiveness while helping employees to increase their personal well being.

This unit is underpinned by the concept of transition and change as applicable to employees and organisations functioning in a climate of economic, cultural and political vicissitudes. The counselling skills model is that of Brief Solution Focused Therapy. Such a model is well suited to the time-limited, outcome-orientated nature of organisational counselling.

The unit is suitable for counselling practitioners and staff using counselling skills as part of their job, eg Occupational Health advisers, Line Managers, Human Resources personnel and Careers Officers.

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### Unit specific entry requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience, or been through a centre-devised process to establish their suitability.

The unit is not suited to practitioners who are committed to long-term process-orientated work such as Psychodynamic counselling.

It is advisable that candidates have some experience of working in an organisation.

Candidates should also understand:

- that the unit does not equip them to be fully qualified counsellors
- that there is both a written component (Journal) and a requirement to demonstrate the skills learnt. These components will be formally assessed.

|   |  |
|---|--|
| Learning outcomes                                     | <p>As outlined on the Unit Template</p> <p>In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.</p>  |
| Scheme of assessment                                  | <p>This unit requires the following for internal assessment:</p> <ul style="list-style-type: none"> <li>• Journal and</li> <li>• Essay</li> <li>• Practical Skills Role-Play Assessment</li> </ul>   |
| Subject content (as relating to the above objectives) | <p>Setting the scene</p> <ul style="list-style-type: none"> <li>• On-site counselling compared with a counselling service provider: tensions, strengths and challenges to boundaries</li> <li>• Health and safety issues for counsellor and client</li> <li>• Employees' issues and their impact upon the workplace</li> <li>• The two or three-cornered contract for counselling.</li> </ul>  |
| Organisational pressures                              | <ul style="list-style-type: none"> <li>• Transition and change in the workplace</li> <li>• Redundancy issues</li> <li>• Co-worker difficulties</li> <li>• Alcohol and substance abuse</li> <li>• Personal problems from 'outside' the organisation.</li> </ul>   |
| Solution Focused Brief Therapy                        | <p>Fundamental principles and stance of Solution Focused Brief Therapy.</p> <ul style="list-style-type: none"> <li>• the assumption that clients have the solutions to their own problems</li> <li>• the empowering nature of a co-operative approach</li> <li>• the likelihood of positive outcomes through clearly defined goals.</li> </ul> <ol style="list-style-type: none"> <li>1. Defining the goals</li> <li>2. The Miracle Question – possibilities of a range of outcomes in making changes; Scaling progress – helping to make vague meanings specific actions.</li> <li>3. The Exceptions Frame – noticing the small differences that make the difference.</li> <li>4. Positive feedback as an agent of change.</li> </ol> |
| Additional learning from the unit                     | <p>Candidates may be able to gather evidence for other Level 3 and Level 4 counselling Units:</p> <ul style="list-style-type: none"> <li>• evaluate and develop own work</li> <li>• operate referral procedures</li> </ul>   |

- ensure a structured counselling setting
- develop the counselling relationship
- monitor self within the counselling process
- work in teams
- make use of supervision
- enable clients to access and use information
- assist clients to decide on options for meeting their requirements
- provide support for clients in planning a course of action
- support clients in implementing a plan of action

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences (NOS) and NHS Knowledge and Skills Framework competences (KSF)..

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### Essential information for tutors

Prior to attending the course, candidates will have some understanding of the three major schools so that counselling in organisations has a context.

Candidates will also need to have experience, understanding and use of basic counselling skills which must include active listening, empathy, reflecting feelings and congruence. In spite of its apparent simplicity, Solution Focused Brief Therapy requires well-developed skills so that effective therapeutic interventions may be used from the start of the time-limited framework which the organisation demands.

It is expected that throughout the delivery of the course, candidates:

- will appreciate the pressures of work-based counselling and particularly the rigours of setting up the two or three-cornered contract (among counsellor, client, the organisation and the counselling service provider).
  - will work towards understanding the issues in organisational transition and change in the light of a recessionary period and a more litigious culture.
  - will be exposed to the ethical principles and challenges implicit in both counselling employees and using the Solution Focused Brief Therapy model.
  - will take a constructively critical stance to the model in relation to its view of human beings and its potentially harmful or effective results.
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## **Counselling Skills in Organisations**

### **Suggested Reading**

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Carroll M, & Walton MJ, *Handbook of Counselling in Organisations*, Sage Publications, 1997

Carroll M, *Workplace Counselling: A Systematic Approach to Employee Care*, Sage Publications, 1996

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

Franklin L, *An Introduction to Workplace Counselling: A Practitioner's Guide*, Palgrave MacMillan, 2003

McNorton D, *Counselling Fundamentals in the Workplace: A Comprehensive Counselling Methodology*, Management Books 2000 Ltd, 2004

Summerfield J & Oudtshoorn LV, *Counselling in the Workplace (Developing Practice)*, Chartered Institute of Personnel and Development, 1995

# Optional Unit 14

## Working with Addictions

|   |  |
|---|--|
| Unit Reference Number   | R/601/9312   |
| Level   | 3  |
| Credit value  | 8  |
| Learning outcomes   | Assessment criteria  |
| The learner will be able to:  | The learner can:   |
| 1. Know the theoretical models of Addiction   | 1.1 Critically compare the key components of models associated with addiction (eg biological, social)<br>1.2 Summarise the key ideas that the major schools of counselling and Psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to addiction                            |
| 2. Understand the context of counselling people with substance misuse                                     | 2.1 Explain the main issues affecting the use and application of counselling skills for substance misuse<br>2.2 Select, demonstrate and justify appropriate skills to use in a helping interview<br>2.3 Evaluate the efficacy of Cognitive-Behavioural Therapy to the appropriate outcome for addictions |
| 3. Promote ethical practice when addressing substance misuse  | 3.1 Review key challenges to ethical practice when working with people with substance misuse   |
| 4. Understand how to manage the helping interaction to keep both counsellor and client safe and supported | 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.  |
| 5. Understand how to reflect upon and develop own work in this area                                       | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.  |
| Additional information about the unit   |  |
| Unit purpose and aim(s)   | This unit will provide skills, knowledge and understanding for candidates who are working, or intend to work with drugs, alcohol or other forms of addiction. It will offer insights into theories which are relevant to counselling in this area.   |

|   |  |
|---|--|
|   | <p>This unit will enable the candidate to:</p> <ul style="list-style-type: none"> <li>• understand the three major counselling theories and how they are relevant and applicable to Addictions Counselling</li> <li>• develop understanding on how addictions impact upon family, work and personal relationships</li> <li>• develop and practise the skills and techniques relevant and appropriate to the professional practice of counselling in the complex areas of addiction.</li> </ul> |
| 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, HWB7</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>An essay of 2000-2500 words which critically analyses addiction techniques and theories and how they influence counselling practice (Internally Assessed)</p> <p>Practical role-play assessment contextualised to working within an addictions setting (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  | 50 (80 notional learning hours)  |

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## Additional Information for Tutors

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### About this unit

This option unit aims to provide candidates with the skills, knowledge and understanding needed for this specialist area of practice.

This course is designed to enable candidates to extend and expand the range of counselling skills already learned and honed throughout other Level 2/3/4 Units. The focus on the theoretical approaches will both compliment and enhance these skills. The particular attention given to Psychodynamic, Person-Centred and Cognitive-Behavioural approaches will present candidates with the opportunity to develop advanced counselling skills.

This unit will demonstrate the theories used by practitioners in Addictions Therapy, and how addictive behaviour can conflict with therapeutic interventions. There will also be consideration of psychosocial and biological factors relevant to addictions.

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### Unit specific entry requirements

Candidates should have performed competently in the Core Unit, especially the skills element.

Some organisations or individuals may wish to acquire only Unit Certification, as relevant to their particular field of practice. Centres will then need to ensure that:

- training in counselling skills has been undertaken;
- the candidate has read and understood the *BACP Ethical Framework for Good Practice in Counselling and Psychotherapy (2010)*;
- Candidates will be made aware that there is a written component for assessment, and appropriate arrangements for this needs to be in place.

The unit may also be suitable for candidates who have at least a Level 2 or equivalent Certificate in Counselling Skills, or have been through a centre-devised process to establish their suitability.

It is advisable that candidates have some experience of using counselling skills in response to Addictions Counselling.

It is recommended that candidates currently experiencing addictions problems would not make suitable students for this programme of study.

Candidates should also understand:

- that the unit does not equip them to be fully qualified counsellors;
- that there is both a written component (Journal + Essay) and a requirement to demonstrate the skills learnt. These components will be formally assessed.

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### Learning outcomes

As outlined on the Unit Template

In meeting each of these objectives, candidates must be made aware of the risks to the health and safety of both the counsellor and the client associated with the counselling process, with particular reference given to coping with aggression, violence and emotional involvement.

---

### Scheme of assessment

This unit requires the following for internal assessment:

- Journal; and
- Essay
- Practical Skills Role-Play Assessment

The candidate will be able to actively identify the models of addiction and identify presenting problems and appropriate counselling interventions. Candidates will also develop an awareness of their own limitations and identify the importance of referrals.

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### Subject content

The following subject areas will be considered:

- Introduction to the nature and understanding of addictions
  - Comparing different models associated with counselling – eg biological, social, environmental
  - Different forms of addiction:
    - Drug and alcohol addiction
    - Substance addiction
    - Gambling addiction
    - Sexual addiction
    - Retail addiction
  - Identifying other areas of addiction
  - Using Psychodynamic therapy with addictions
  - Using Person-Centred therapy with addictions
  - Using Cognitive-Behavioural Therapy with addictions
- 

### Additional learning from the unit

Candidates may be able to gather evidence for other Level 3 and Level 4 counselling units:

- Evaluate and develop own work
- Operate referral procedures
- Ensure a structured counselling setting
- Develop the counselling relationship
- Monitor self within the counselling process
- Work in teams
- Make use of supervision
- Assist clients to decide on options for meeting their requirements

Evidence for the following may be acquired: Functional Skills Units, Skills for Health competences and NHS Knowledge and Skills

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## Framework (KSF)

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### Essential information for tutors

Tutors must feel confident about teaching this specialised unit, and be sure that candidates have a strong grounding in the three main counselling theories. Candidates may also be taught to consider the value of an integrative approach in this specialised area of counselling.

Skills practical work will need to be carefully supervised and assessment should be facilitated by experienced practitioners, if possible.

Skills work will need to consider the counselling process, which will include contracting and presenting problems; planning, goal-setting and referral pathways. It will also be important to focus on the potential for dependency and relapses.

## **Working with Addictions Unit**

### **Suggested Reading**

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Bond T, *Standards and Ethics for Counselling in Action* (Third Edition), Sage Publications, 2009

McMurrin M, *The Psychology of Addiction*, Routledge, 1994

Miller G, *Learning the Language of Addiction Counselling*, (Second Edition) John Wiley & Sons, 2004

Pita Dianne, *Addictions Counselling, A Practical Guide to Counselling People with Chemical and Other Addictions*, Crossroad Publishing Co., US. 1994

Vellaman R.D.B., *Counselling for Alcohol Problems*, Sage Publications, 2001

West R, *Theory of Addiction*, Wiley Blackwell, 2006.

# 4 Scheme of Assessment

## Introduction

The Level 3 Certificate in Counselling is assessed and awarded at Level 3 on the QCF. Level 3 is equivalent to 2 Advanced Levels and the scheme of assessment detailed here is based on the learning outcomes and assessment criteria outlined in the units in Section 3: Subject Content.

The AQA Level 3 Certificate was designed with flexibility and effectiveness in mind, for the benefit of both candidates and centres.

The Level 3 Certificate shares option units with the more specifically focused Level 4 Diploma in Therapeutic Counselling. Therefore Option Units achieved carry the same weight and value for the purpose of gaining admission to Higher Education. In particular it will enable centres to respond positively to this important market segment and provide courses on a part-time day or evening basis.

## 4.1 Aims and objectives

In this specification unit one addresses all three main core models, candidates will learn the key concepts of each and also compare and contrast the effects of different core theories on the counselling process. On completion of unit one the candidate is able to make an informed choice of core theoretical orientation for his or her own progression to counselling competency.

## 4.2 Assessment objectives

.All advanced counselling units are assessed by direct reference to assessment criteria specified by AQA. Candidate results are reported as Pass (P) or Refer (R) only. There are no other grades for these counselling qualifications. This qualification provides:

- broad based grounding in the three core theories of Counselling
- insight into the effects of one of the core theories on each stage of the counselling process
- understanding of how the counselling process affects the counsellor and to know how to protect themselves
- proficiency in conducting counselling interviews with individual candidates (clients)

The Level 3 Certificate has been designed to enable holders to use counselling in their working environment. To achieve this they must demonstrate:

- the ability to adhere to the BACP guidelines and the Ethical Framework for 'Good Practice in Counselling and Psychotherapy' (2010), when involved in any aspect of counselling
- the knowledge and ability to recognise potential risks to the health and safety of either the counsellor or client and to know what action should be taken to mitigate any such danger.

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#### 4.3 Progression opportunities

The AQA Level 3 Certificate offers vertical progression within the AQA suite of qualifications and shares option units with the more specifically focused AQA Level 4 Diploma in Therapeutic Counselling. Therefore option units achieved carry the same weight value for the purpose of gaining admissions to Higher Education.

##### Higher Education

Successful candidates are presented with several opportunities to progress in education and training within the counselling discipline or another related subject area. For example:

- higher counselling qualifications
- other higher qualifications
- as Recognised Prior Learning (RPL) within the qualifications regulatory framework for other vocational awards in social care and or guidance.

The Award is mapped to the relevant Sector Skills Councils NOS: *Skills for Health) National Occupational Standards for Counselling. (See Appendix D )*

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#### 4.4 Prior learning requirements

Prospective candidates must be qualified to AQA's Level 2 Certificate in Counselling Skills or an equivalent qualification or vocational experience. An understanding that all counselling training involves experiential learning is necessary.

The ethical dimension of counselling is stressed throughout. Equality of opportunity in the field of counselling work underpins the learning. The qualification requires a learning environment, which mirrors and models the safety of a counselling relationship. Through personal development, participants begin to explore their own spiritual and moral values as these impact on their use of counselling skills. The range of counselling approaches taught and learned, facilitates both personal and professional development, thus contributing to Life-Long Learning in a personal, as well as a more formalised sense.

Centres are advised to establish formally the suitability of candidates for counselling training prior to admitting them to a course. This process should establish candidates' willingness to abide by the BACP's *'Ethical Framework for Good Practice in Counselling and Psychotherapy (2010)*. It should also establish the candidate's willingness to share confidential / personal information with fellow candidates and centre staff and to maintain the circle of confidentiality.

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4.5 Assessment methods  
internal and external

The Level 3 Certificate in Counselling is assessed by means of a combination of external and internal assessments. Assessment methods are chosen to be in keeping with the counselling ethos and practice as far as possible.

- external assessments are set and marked by AQA
- internal assessments are marked by the tutor and are externally verified by AQA.

Internal assessors are standardised by AQA prior to assessing candidates work.

The assessment processes used throughout this specification are:

1. Journal
2. Essay (or structured writing)
3. Practical Skills Role-Play Assessment

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4.6 Internal methods of  
assessment

Internal methods of assessment apply to both Mandatory and Option Units. Mandatory Unit 1 is assessed **internally and externally** and Option Units are assessed internally only by means of the following methods:

- Journal
- Practical Skills Role-Play Assessment
- Essay

*The assessment requirements for units 3 to 14 at Level 3 are specified in the description of each unit.*

1. The Journal

The journal is designed to provide both formative and summative assessment of the candidate's developing knowledge and understanding. The journal is intended to capture the unique personal experience of the candidate and to encourage personal development. Internal tutors assess candidates' journal entries formatively, beginning at an early stage in the course to ensure candidates are 'on track' and also to give essential feedback when they're not.

Final assessment of the journal is planned to allow candidates sufficient time to resubmit their work once more during the life of the specification in the event of an initial referral.

2. Essay

The essay is a formal academic piece of work designed to test the candidate's knowledge of the key concepts of the unit, ie theory, theorists and their effect on the counselling process. It is completed towards the end of the unit.

Final assessment of the essay is planned to allow candidates sufficient time to resubmit their work once more during the life of the specification in the event of an initial referral.

### 3. Practical Skills Role-Play

The use of a simulated counselling skills interview is an integral part of the teaching process, which enables candidates to develop and perfect their use and application of counselling skills. This methodology is also used here to assess candidates' level of skills and their ability to adapt a process to incorporate additional learning from a core theory into their counselling. For assessment purposes candidates must do the following:

- work in threes (trio work)
- each candidate must participate at least once in each of the following roles: Counsellor, Client, Observer
- for formal assessment purposes – separate assessment interviews are required and must be scheduled towards the end of a course (unit)
- tutors are to assess the candidates' achievements by combining direct observation and listening with further evidence provided orally by the candidate in debriefing after the assessed interview
- the results are to be recorded on an AQA Candidate Assessment Sheet (CAS) immediately.

### 4.7 Internal assessment procedures

Candidates' work must be marked according to the assessment criteria. Tutors should keep records of their assessments during the course in a format that facilitates the complete and accurate submission of the final overall assessments at the end of the course on the Candidate Assessment Sheets (CAS). Specimen CAS appear in Appendices G to I .

#### Recording assessments within each unit

AQA Counselling units are internally assessed by an assessor appointed by the centre, normally the course tutor. The methods of assessment used are specified by AQA to ensure parity for candidates on similar courses at AQA centres nationally.

Internal assessors/tutors must attend AQA Tutor Standardisation training before assessing candidates' work. Larger AQA centres where more than one tutor delivers a course are also required to conduct standardisation of assessment decisions between their team members. (See Section 4.10).

#### Submitting Grades and Sample Work for Verification

All AQA internal assessment processes are subject to external verification by AQA External Verifiers. The External Verifier will confirm arrangements for sampling and verifying internal assessments to the centre. External Verifiers may require access to candidates' journals or to attend a practical skills assessment at any time.

External Verifiers must be informed of changes to internal assessment plans. AQA External Verifiers are appointed to each centre to monitor standards and provide help and advice where necessary. (See Section 7 for Verification for more detail).

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4.8 External methods of assessment

Mandatory Unit 1 comprises an AQA set and externally marked essay.

This is an 'Open Book' examination. Candidates are permitted to bring relevant reference books only, into the examination room, exclusively for their own use. Candidates are not permitted to bring revision course notes or to share reference materials, or to communicate with other candidates during the test.

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4.9 External assessment procedure

The Head of Centre where the course is taken is responsible for the proper conduct of the test, which will be conducted in accordance with the joint awarding bodies '*Instructions for the Conduct of Examinations*'.

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

Tests will be available from AQA for the January and June series of the examination year. Test dates will be published annually by AQA.

AQA will retain scripts but provide centres with an opportunity to access scripts. Centres will be provided with results for each candidate of either Pass (P) or Refer (R) Centres will have opportunities to make enquiries upon results.

Details of examination dates and the candidate entry procedure can be obtained through AQA offices.

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#### 4.10 Tutor Standardisation

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

Tutor standardisation is mandatory for all centres.

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

Tutors must attend an external standardisation meeting:

- before teaching and assessing candidates for AQA's Level 3 Certificate in Counselling 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.

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#### 4.11 Language of examination

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

## 5

# Administration

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### 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](http://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. For example: *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 3 Unit 1 Skills

If your centre is registered on e-AQA you will receive an email prompting you to submit entry information online.

If you are not e-AQA registered we will send copies to your exams officer.

Both forms can be downloaded and are available on our website ([www.aqa.org.uk/admin/pentries.php](http://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.

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**5.3 Entries**

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

|                                |            |
|--------------------------------|------------|
| January series of examinations | 21 October |
| June series                    | 21 March   |

If a course is to run for more than one academic year, the centre needs to register the course once only, at the start. Entries should be made for units as required, observing the normal AQA deadlines above. The centre also enters candidates for the award when entering the final units.

**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 the full award**

- (i) Apply for the Award  
when candidates have completed the Mandatory Unit and two Option Units, they will have qualified for the Level 3 Certificate in Counselling

The centre must claim the award using the **Award Code ( )** at the same time as they enter for the final units; in this example by 21 March.

**5.6 Private candidates**

This specification is not available for private candidates.

**5.7 Prohibited combinations**

A candidate taking this qualification is prohibited from taking the Level 4 Diploma in Therapeutic Counselling simultaneously.

## 5.8 Access arrangements

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

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

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

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

Tutors should be able to accommodate the occasional absences of candidates by providing the opportunity for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred and who was responsible. In such cases, AQA will provide what procedures to follow.

Candidates who move to another centre during a course can present a problem for internal assessment schemes. Possible courses of action depend on at 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 later in the course, it may be possible to accept assessments from the previous centre.

Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

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

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## 6

## Guidance on Internally Assessed Components

- 
- |  |  |
|--|--|
| 6.1 Supervision and authentication of candidates' work | <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, sufficient work 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 assessor 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.</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>               |
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# 7

## Verification

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### 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 will 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 is not 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. They will also require access to the candidates' journals and will aim to observe a formal practical skills role play assessment.

Centres are required to submit a sample of the candidate's work for verification at these 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

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### 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.

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## 8

## Awarding and Reporting

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|     |                                 |  |
|-----|---------------------------------|--|
| 8.1 | Grading, shelf-life and re-sits | Level 3 Units are graded Pass (P) or Refer (R) only. The shelf-life of individual unit results, prior to certification of the qualification, is determined by the life of the specification  |
| 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. |

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## Find out more

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

- easy access to the Counselling subject department for procedural support and advice to centres: [vcampbell@qa.org.uk](mailto:vcampbell@qa.org.uk) and/or [bwinton@qa.org.uk](mailto:bwinton@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](http://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' service. [www.qa.org.uk/askaqa.php](http://www.qa.org.uk/askaqa.php)
- easy access to past question papers and mark schemes online: [qa.org.uk](http://qa.org.uk) [www.qa.org.uk/admin/qp-ms\\_library.php](http://www.qa.org.uk/admin/qp-ms_library.php)
- free online results analysis with Enhanced Results Analysis (ERA) [www.qa.org.uk/admin/askaqa.php](http://www.qa.org.uk/admin/askaqa.php)

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## Appendices

**A**

**Overlaps with other qualifications**

**B**

**AQA Counselling courses progression flow chart**

**C**

**Qualifications and Credit Framework (QCF) Level 3 descriptors**

**D**

**Mapping of AQA Level 3 Certificate in Counselling to Skills for Health National Occupational Standards (NOS) for Counselling and the NHS Knowledge and Skills Framework (KSF)**

**E**

**Mapping AQA Counselling courses to Functional Skills**

**F**

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

**G**

**Course Registration Form**

**H**

**Candidate Assessment Sheets**

**I**

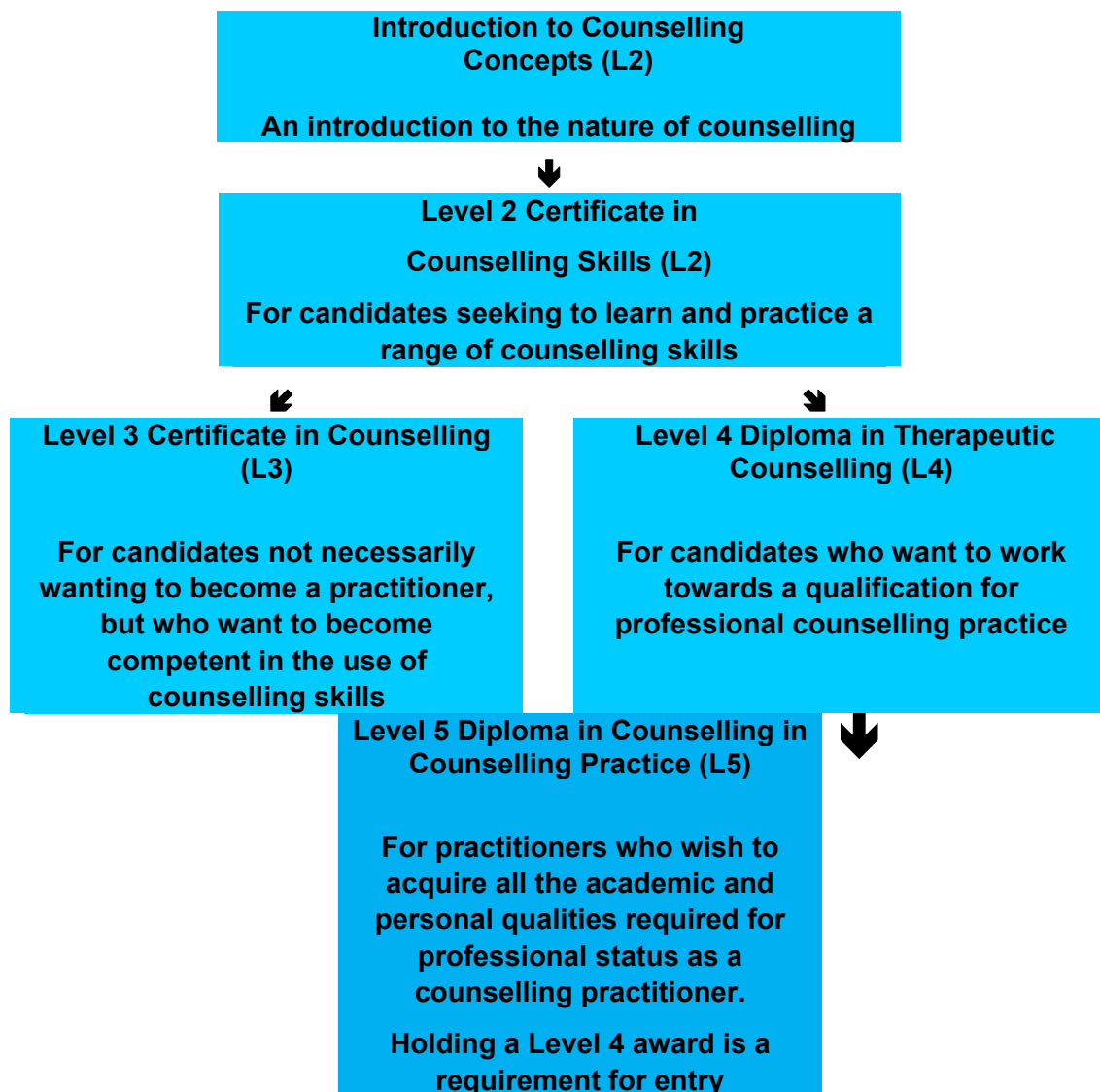
**Centre Declaration Sheet and Course Registration Form**

|   |  |   |
|---|--|---|
| <b>A</b>  | <b>Overlaps with other qualifications</b>  |   |
| A.1 GCSEs   | None   |   |
| A.2 Vocational GCSEs                                  | None   |   |
| A.3 Advanced Level GCEs                               | None   |   |
| A.4 GNVQ  | None   |   |
| A.5 Other Vocationally Related Qualifications         | The AQA Level 3 Certificate and Level 4 Diploma have the same unit options. The two awards are redesigned for different markets and overlap is appropriate and does not affect the validity of either award. | Individual units within this qualification are available on a shared basis with other awarding bodies offering VRQs and may be used in combination with other awards towards complete qualifications. |
| A.6 Relationship with National Occupational Standards | Where a clear relationship exists with NOS, details are stated within each unit and Appendix D.  |   |

B

# AQA Counselling course Progression Flow Chart

## VOCATIONALLY-RELATED QUALIFICATIONS IN COUNSELLING From September 2010



## C

## Qualifications and Credit Framework (QCF) Level 3 Descriptors

| Level | Summary of achievement   | Knowledge and understanding  | Application and action  | Autonomy and accountability  |
|-------|--|--|---|--|
| 3     | <p>The ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that while well defined can be complex.</p> <p>Taking responsibility for initiating and completing tasks and procedures.</p> <p>Exercising autonomy and judgement within limited parameters.</p> <p>Awareness of different perspectives and approaches in an area of study or work.</p> | <p>Use factual, procedural and theoretical understanding to complete tasks and address problems that while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature the areas of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p> | <p>Address problems that, while well defined, may be complex</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p> | <p>Take responsibility for initiating and completing tasks and procedures, including where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p> |

Source: QCF Regulatory Arrangements : Regulatory arrangements for the Qualifications and Credit Framework. Ofqual, August 2008. pgs. 47 and 48.

## D

## Mapping of AQA Qualifications to Skills for Health National Occupational Standards (NOS) and the NHS Knowledge and Skills Framework (KSF)

| AQA unit code<br>Level 3 |                                  | Skills for Health unit<br>Knowledge and Skills Framework unit  |
|--------------------------|----------------------------------|--|
| ( )                      | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, MH100<br>PT01-11, PT12-23, PT40, PT42, PT45<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7                   |
| ( )                      | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, MH100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( )                      | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, MH100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( )                      | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7  |
| ( )                      | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7  |

|     |                                  |   |
|-----|----------------------------------|---|
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6       |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |
| ( ) | Helps candidates working towards | <b>SKFH:</b> MH21, MH97, MH98, MH99, M100<br>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49<br><b>KSF:</b> HWB1, HWB2, HWB3, HWB4, HWB6, HWB7 |

---

|     |                                  |  |
|-----|----------------------------------|--|
| ( ) | Helps candidates working towards | <b>SKFH: MH21, MH97, MH98, MH99, M100</b><br><b>PT01-11, PT12-23, PT40, PT42, PT45, PT46, PT48, PT49</b><br><b>KSF: HWB1, HWB2, HWB3, HWB4, HWB6, HWB7</b> |
|-----|----------------------------------|--|

## E

# Functional Skills

## Introduction

Counselling 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 of the candidate uses a word processor for written work, and the internet for research purposes, in which case opportunities are available in every unit. Further information is available at [ictfunctionalskills@aqa.org.uk](mailto:ictfunctionalskills@aqa.org.uk)

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

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

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

|       |   |   |   |
|-------|---|---|---|
| R2.1  | Select and use different types of texts to obtain relevant information  | ✓ | ✓ |
| R2.2  | Read and summarise succinctly information/ideas from different sources  | ✓ | ✓ |
| R.2.3 | Identify the purposes of texts and comment on how effectively meaning is conveyed   | ✓ | ✓ |
| R2.4  | Detect point of view, implicit meaning and/or bias  | ✓ | ✓ |
| R2.5  | Read and actively respond to different texts (eg respond to each point in a letter of complaint)  | ✓ | ✓ |
|       | <b>Writing: Write documents including extended writing pieces, communication information, ideas and opinions effectively and persuasively</b> | ✓ | ✓ |
| W2.1  | Present information / ideas concisely, logically and persuasively   | ✓ | ✓ |
| W2.2  | Present information on complex subjects concisely and clearly   | ✓ | ✓ |
| W2.3  | Use a range of different styles of writing for different purposes   | ✓ | ✓ |
| W2.4  | Use a range of sentence structures, including complex sentences   | ✓ | ✓ |

|              |  |   |   |
|--------------|--|---|---|
| <b>W.2.5</b> | Punctuate accurately using commas, apostrophes and inverted commas                           | ✓ | ✓ |
| <b>W2.6</b>  | 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

|  |   |
|--|---|
| 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                                     | <p>Data Protection. It is important that counsellors are aware of the legal issues that effect, or potentially effect, counselling and counsellors in practice.</p> <p>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:</p> <ul style="list-style-type: none"> <li>Contracts and Contractual obligations</li> <li>Equal Opportunities</li> <li>Discrimination</li> <li>Children Act</li> <li>Human Rights</li> </ul> |
| 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

## VRQ Counselling Course Registration Form

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 .....



# Candidate Assessment Sheets (CAS)



CAS21

**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
MANDATORY UNIT 1**

**THE DEVELOPING PRACTITIONER**

Name of Centre ..... Centre No. 

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

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

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Unit No. 

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

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

|  | GRADE (P/R)<br>Tutor use <b>RED</b> pen please. |   |     | REFERENCES<br><br>As outlined in detail under Assessment Criteria on the QCF Unit template |
|--|---|---|-----|--|
|  | TUTOR   |   | EV  |  |
|  | P   | R | P/R |  |
| <p>1. <b>Understand the key concepts in the three main schools of counselling (Cognitive-Behavioural, Humanistic, Psychodynamic).</b></p> <p>1.1 Summarise the key theoretical assumptions about the nature and development of human beings for each of the schools</p> <p>1.2 Explain the view taken of the development and perpetuation of psychological problems for each of the schools</p> <p>1.3 Describe the nature and process of therapeutic change for each of the schools</p> <p>1.4 Demonstrate a range of typical therapeutic interventions for each of the schools</p> |   |   |     |  |
| <p>2. <b>Understand the strengths and limitations of the three main schools of counselling</b></p> <p>2.1 Identify and explain key strengths and key limitations for each of the schools</p>   |   |   |     |  |

|  |  |  |  |  |
|--|--|--|--|--|
| <p><b>3. Demonstrate the key features of the therapeutic relationship in each of the three main schools.</b><br/>         3.1 Review and evaluate the skills required to establish the counselling relationship for each of the schools<br/>         3.2 Review and evaluate the skills required for developing and sustaining the counselling relationship for each of the schools<br/>         3.3 Review and analyse the skills required for evaluating and concluding the counselling relationship for each of the schools</p> |  |  |  |  |
| <p><b>4. Reflect on each school as it relates to learner's own thoughts, feelings and behaviours.</b><br/>         4.1 Explain (with reference to core theory) learner's own processes.<br/>         4.2 Interpret these reflections to assess their impact on own practice.</p>   |  |  |  |  |
| <p><b>5. Reflect on their learning to develop an action plan for personal and professional development</b><br/>         5.1 Summarise significant aspects of personal learning<br/>         5.2 Develop an action plan for future professional and personal development</p>  |  |  |  |  |

**Tutor's comments**

**Top and middle copy** to External Verifier

Tutor's Signature:.....

Date:.....

**Bottom copy** to be retained by Centre

Tutor's Name Printed:.....

EV's Signature:.....

Date:.....



**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 3**

**HUMANISTIC THEORY**

Name of Centre ..... Centre No. 

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**LEARNING OUTCOMES and ASSESSMENT CRITERIA**  
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|    |  | GRADE (P/R)<br>Tutor use <b>RED</b> pen please. |   |     | REFERENCES<br>As outlined in detail under Assessment Criteria on the QCF Unit Template |
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|    |  | TUTOR   |   | EV  |  |
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| 1. | <b>Understand and discuss an overview of the different models of counselling within Humanistic Theory</b>  |   |   |     |  |
|    | 1.1 Describe the significant concepts of the Existential Approach; summarise the contribution of theorists/philosophers to this approach and demonstrate an understanding of Existential methods and interventions               |   |   |     |  |
|    | 1.2 Describe the significant theoretical concepts of Psychosynthesis to the Humanistic Paradigm; summarise the contribution of theorists and demonstrate an understanding of its contribution to counselling practice            |   |   |     |  |
|    | 1.3 Describe the significant theoretical concepts of Gestalt Therapy which are relevant to counselling; summarise the contribution of theorists to this approach; practise the techniques and key principles of Gestalt Therapy. |   |   |     |  |
| 2. | <b>Demonstrate knowledge and understanding of the Person-Centred approach</b>  |   |   |     |  |
|    | 2.1 Summarise the origins and development of the Person-Centred approach, and the contribution of key theorists.   |   |   |     |  |
|    | 2.2 Compare and contrast the difference in ideas and concepts of the Person-Centred approach developed by significant theorists past and present   |   |   |     |  |
|    | 2.3 Critically evaluate the principal concepts and features of the Person-Centred approach   |   |   |     |  |

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| 2.4 Demonstrate an understanding of the six Core Conditions<br>2.5 Analyse and demonstrate the skills necessary to the development of Person-Centred practice<br>2.6 Critically evaluate the contribution of the Person-Centred approach to personal counselling practice and development of 'self'<br>2.7 Describe the contribution of Supervision to the effectiveness of Person-Centred practice.  |  |  |  |  |
| <b>3. Understand the strengths and limitations of Humanistic Theory</b>   |  |  |  |  |
| 3.1 Identify and explain key strengths and key limitations of the different approaches within Humanistic Theory.  |  |  |  |  |
| <b>4. Understand the contribution of the Humanistic Theory to therapeutic practice</b>  |  |  |  |  |
| 4.1 Review and evaluate the skills/techniques required to establish the counselling relationship for each of the models within Humanistic Theory<br>4.2 Review and evaluate the skills/techniques required for developing and sustaining the counselling relationship for each of the models within Humanistic Theory<br>4.3 Review and evaluate the skills/techniques required for evaluating and concluding the counselling relationship for each of the models within Humanistic Theory. |  |  |  |  |

**Tutor's comments**

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 4**

**PSYCHODYNAMIC THEORY**

Name of Centre ..... Centre No. 

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**LEARNING OUTCOMES and ASSESSMENT CRITERIA**  
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|           |   | TUTOR   |   | EV  |   |
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| <b>1.</b> | <b>Understand the key concepts of the Psychodynamic Theory</b>  |   |   |     |   |
|           | 1.1 Compare and evaluate concepts of Psychodynamic Theory, such as Psyche, as perceived by the major Psychodynamic theorists<br>1.2 Explain the understanding psycho-sexual development<br>1.3 Describe what is meant by defence mechanisms<br>1.4 Demonstrate an understanding of key concepts such as: transference, counter-transference, projection, splitting, past and present links (triangle of insight), existential concepts such as death, freedom, isolation, meaninglessness<br>1.5 Demonstrate an understanding of the language of Psychodynamic Theory |   |   |     |   |
| <b>2.</b> | <b>Understand the strengths and limitations of the Psychodynamic Theory.</b>  |   |   |     |   |
|           | 2.1 Identify and explain the key strengths and limitations of Psychodynamic Theory in different contexts  |   |   |     |   |
| <b>3.</b> | <b>Demonstrate the key features in post-Freudian developments of the Psychodynamic Theory</b>   |   |   |     |   |
|           | 3.1 Review and evaluate the development of the Object-  |   |   |     |   |

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| Relations theorists<br>3.2 Compare the different approaches to Psychodynamic Theory in post-Freudian thinking<br>3.3 Analyse contemporary developments of Psychodynamic concepts and techniques  |  |  |  |  |
| <b>4. Understand the contribution of the Psychodynamic Theory to therapeutic practice</b>  |  |  |  |  |
| 4.1 Describe and explain within a counselling context the importance of Boundary Issues – eg holding, containment, positive and negative transference, counter-transference, projection, ego defences, splitting<br>4.2 Describe and explain within a counselling context the importance of Relationship Issues –dependency, attachment, bonding, separation, defences.<br>4.3 Explain the client’s process, the counsellor’s process and the interaction between the two.<br>4.4 Evaluate the candidate’s capacity to apply theoretical concepts of Psychodynamic Theory to the development of personal and professional awareness. |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 5**

**COGNITIVE-BEHAVIOURAL THEORY**

Name of Centre .....  
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|   | TUTOR   |   | EV  |   |
|   | P   | R | P/R |   |
| <p><b>1. Demonstrate an understanding of the key concepts of Cognitive-Behavioural Therapy</b></p> <p>1.1 Describe and evaluate the theoretical principles of Cognitive-Behavioural Theory</p> <p>1.2 Explain the historical roots of Cognitive-Behavioural Therapy</p> <p>1.3 Explain the value of Socratic questions and the setting of homework</p> <p>1.4 Demonstrate the value of recognising and challenging cognitive errors</p> <p>1.5 Demonstrate an understanding of key concepts such as cognitive process between stimulus and emotion, collaborative working, structural sessions, goal oriented, reality focused time limited</p> <p>1.6 Demonstrate an understanding of the language of Cognitive-Behavioural Theory eg Schemata</p> |   |   |     |   |
| <p><b>2 Demonstrate knowledge of principle theorists and practitioners of Cognitive-Behavioural Theory.</b></p> <p>2.1 Describe the work of Beck and Ellis</p> <p>2.2 Explain the REBT model</p>  |   |   |     |   |

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|          | 2.3 Analyse the therapeutic process of Cognitive-Behavioural Therapy<br>2.4 Evaluate the contemporary developments within Cognitive-Behavioural Theory  |  |  |  |  |
| <b>3</b> | <b>Understand the strengths and limitation of Cognitive-Behavioural Theory</b>  |  |  |  |  |
|          | 3.1 Identify and explain the key strengths and limitations of Cognitive-Behavioural Theory in different contexts  |  |  |  |  |
| <b>4</b> | <b>Understand the contribution of the Cognitive-Behavioural Theory model to therapeutic practice</b>  |  |  |  |  |
|          | 4.1 Describe and explain the value of Cognitive-Behavioural Theory as a chosen core model or as part of an integrated model<br>4.2 Have an understanding of Brief Therapy, and where it identifies with the principles of Cognitive-Behavioural Theory<br>4.3 Explain the nature and need for Supervision to the Cognitive-Behavioural Therapy counsellor, and how it might be effective or otherwise to the practitioner<br>4.4 Evaluate the candidate's capacity to apply theoretical concepts of Cognitive-Behavioural Theory to the development of personal and professional awareness. |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 6**

**THEORIES OF LOSS AND GRIEF**

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**LEARNING OUTCOMES and ASSESSMENT CRITERIA**  
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|    |   | TUTOR   |   | EV  |  |
|    |   | P   | R | P/R |  |
| 1. | <b>Know the theoretical models of loss and grief</b>  |   |   |     |  |
|    | 1.1. Critically compare the key components of models associated with loss and grief (Bowlby, Kubler-Ross, Worden, Murray-Parkes and Stroebe and Schut)<br>1.2 Summarise the key ideas that the major schools of counselling and psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to loss and grief |   |   |     |  |
| 2. | <b>Understand the context of counselling people with loss and grief issues.</b>   |   |   |     |  |
|    | 2.1 Explain the main issues affecting the use and application of counselling skills for loss and grief issues<br>2.2 Select, demonstrate and justify the appropriate skills to use in a helping interview   |   |   |     |  |
| 3. | <b>Promote ethical practice when addressing loss and grief issues</b>   |   |   |     |  |
|    | 3.1 Review the key challenges to ethical practice when working with people with loss and grief issues   |   |   |     |  |
| 4. | <b>Understand how to manage the helping interaction to keep both counsellor and client safe and supported</b>   |   |   |     |  |
|    | 4.1 Develop a plan to mitigate the key risks (ethical, legal, moral, physical) to both counsellor and client  |   |   |     |  |

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| <b>5</b> | <b>Understand how to reflect upon and develop own work in this area</b>   |  |  |  |  |
|          | 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research. |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 7**

**AN INTRODUCTION TO TRANSACTIONAL ANALYSIS**

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| 1. | <b>Understand the theory and structure of personality.</b><br>1.1 Summarise the key components of Berne's Ego Model<br>1.2 Explain how this model relates to own feelings and behaviour                                |   |   |     |  |
| 2. | <b>Understand the theory of transactions and their influence on the process of communication.</b><br>2.1 Explain the three types of transactions<br>2.2 Analyse their own communication styles in different situations |   |   |     |  |
| 3. | <b>Understand the concept of life scripts.</b><br>3.1 Explain the types of scripts<br>3.2 Analyse their own life script<br>3.3 Draw conclusions which show how own life script may impact on practice                  |   |   |     |  |
| 4. | <b>Understand how to manage the helping interaction to keep both counsellor and client safe and supported when using elements of Transactional Analysis</b>  |   |   |     |  |

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| 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client   |  |  |  |  |
| <b>5 Understand how to reflect upon and develop own work in this area.</b><br>5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision and personal research. |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 8**

**BRIEF THERAPY**

Name of Centre ..... Centre No. 

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| 1. | <b>Understand the main models of Brief Therapy.</b><br>1.1 Critically compare the key components of strategic psychotherapy, Skilled Helper Model and solution focused Brief Therapy<br>1.2 Summarise these models in terms of their view of the person and the principles of the therapeutic practice |   |   |     |  |
| 2. | <b>Understand the context of time-limited counselling</b><br>2.1 Explain the main issues affecting the use and application of counselling skills in time-limited contexts<br>2.2 Select, demonstrate and judge the appropriate skills to use in a helping interview.                                   |   |   |     |  |
| 3. | <b>Promote ethical practice when working in a time-limited way.</b><br>3.1 Review key challenges to ethical practice when working in a time-limited way  |   |   |     |  |
| 4. | <b>Understand how to manage the helping interaction to keep both counsellor and client safe and supported in brief therapy.</b><br>4.1 Develop a plan to mitigate key risks (ethical, legal,   |   |   |     |  |

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| moral, physical) to both counsellor and client   |  |  |  |  |
| <p>5. <b>Understand how to reflect upon and develop work in this area.</b></p> <p>5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research</p> |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 9**

**SKILLS FOR SUPERVISION**

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|    |  | TUTOR   |   | EV  |  |
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| 1. | <b>Understand the nature of and need for Supervision</b><br>1.1 Critically compare the key components of models of Supervision, (Formative, normative, restorative) Hawkins and Shohet.)<br>1.2 Summarise the key task of the Supervisor                                       |   |   |     |  |
| 2. | <b>Select case material for Supervision</b><br>2.1 Judge material appropriate for Supervision<br>2.2 Select, demonstrate and justify appropriate skills to present material at Supervision   |   |   |     |  |
| 3. | <b>Implement feedback from Supervision to improve practice</b><br>3.1 Develop an action plan arising from three recent Supervision sessions  |   |   |     |  |
| 4. | <b>Understand how to manage the relationship to safeguard the triad, (counsellor, client and supervisor)</b><br>4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client<br>4.2 Review key challenges to ethical practice when |   |   |     |  |

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| presenting case material in Supervision (individual and group)  |  |  |  |  |
| <b>5. Understand how to reflect upon and develop own competence in this area.</b><br>5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, personal research |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 10**

**WORKING WITH TRAUMA**

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|    |  | TUTOR   |   | EV  |  |
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| 1. | <b>Understand the features of Trauma</b><br>1.1 Clarify the term Trauma<br>1.2 Explain the differences between PTS,PTSD and CIS<br>1.3 Use relevant sections of DSM IV to demonstrate familiarity with diagnosis of PTS,PTSD and CIS.  |   |   |     |  |
| 2. | <b>Understand the context of counselling people with Traumatic Stress.</b><br>2.1 Explain the main issues affecting the use and application of counselling skills for persons presenting with Trauma.<br>2.2 Select, demonstrate and justify the appropriate skills to use in a helping interview. |   |   |     |  |
| 3. | <b>Promote ethical practice when working with Trauma.</b><br>3.1 Review key challenges to ethical practice when working with people with Trauma.   |   |   |     |  |
| 4. | <b>Understand how to manage the helping interaction to keep both counsellor and client safe and supported.</b><br>4.1 Develop a plan to mitigate key risks (ethical, legal, oral, physical) to both counsellor and client.   |   |   |     |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 11**

**WORKING WITH COUPLES**

Name of Centre ..... Centre No. 

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|    |  | P   | R | P/R |  |
| 1. | <p><b>Know the theoretical models of couple counselling</b></p> <p>1.1 Critically compare the key components of systems therapy, family therapy and emotionally focused couples therapy (EFT)</p> <p>1.2 Summarise the key ideas that the major schools of counselling and psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to couples counselling.</p> |   |   |     |  |
| 2. | <p><b>Understand the context of counselling couples</b></p> <p>2.1 Explain the main issues affecting the use and application of counselling skills when working with couples.</p> <p>2.2 Select, demonstrate and justify the appropriate skills to use in a helping interview.</p>   |   |   |     |  |
| 3. | <p><b>Promote ethical practice when working with couples</b></p> <p>3.1 Review key challenges to ethical practice when working with couples.</p>   |   |   |     |  |

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| 4. | <p><b>Understand how to manage the helping interaction to keep both counsellor and clients safe and supported.</b><br/>                 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.</p>                      |  |  |  |  |
| 5. | <p><b>Understand how to reflect upon and develop own work in this area.</b><br/>                 5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research.</p> |  |  |  |  |

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**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 12**

**HELPING CHILDREN AND YOUNG PEOPLE**

Name of Centre ..... Centre No. 

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

|   | GRADE (P/R)<br>Tutor use <b>RED</b> pen please. |   |     | REFERENCES<br>As outlined in detail under Assessment Criteria on the QCF Unit template |
|---|---|---|-----|--|
|   | TUTOR   |   | EV  |  |
|   | P   | R | P/R |  |
| <b>1. Know the theoretical models of developmental stages and transitions with respect to childhood and adolescence.</b><br>1.1 Critically compare the key components of models/theories associated with childhood and adolescence (Bowby, Erikson, Klein, Winnicott)<br>1.2 Summarise the key ideas that the major schools of counselling and psychotherapy (Cognitive-Behavioural, Humanistic and Psychodynamic) hold in relation to childhood and adolescence. |   |   |     |  |
| <b>2. Understand the context of counselling children and young people.</b><br>2.1. Explain the main issues affecting the use and application of counselling skills for children and young people.<br>2.2 Select and demonstrate appropriate skills to use in a helping review.  |   |   |     |  |
| <b>3. Promote ethical practice when working with children and young people</b><br>3.1 Review key challenges to ethical practice when working with children and young people.  |   |   |     |  |

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| <b>4.</b> | <b>Understand how to manage the helping interaction to keep both counsellor and client.</b><br>4.1 Develop a plan to mitigate key risks (ethical, legal, moral physical) to both counsellor and client safe and supported.                        |  |  |  |  |
| <b>5.</b> | <b>Understand how to reflect upon and develop own work in this area.</b><br>5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research. |  |  |  |  |

**Tutor's comments**

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EV's Signature:.....    Date:.....



**CANDIDATE ASSESSMENT SHEET**  
**LEVEL 3 CERTIFICATE IN COUNSELLING**  
**OPTION UNIT 13**

**COUNSELLING IN ORGANISATIONS**

Name of Centre ..... Centre No. 

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

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**LEARNING OUTCOMES AND ASSESSMENT CRITERIA**

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

|           |   | GRADE (P/R)<br>Tutor use <b>RED</b> pen please. |   |     | REFERENCES<br>As outlined in detail under Assessment Criteria on the QCF Unit template |
|-----------|---|---|---|-----|--|
|           |   | TUTOR   |   | EV  |  |
|           |   | P   | R | P/R |  |
| <b>1.</b> | <b>Understand the context of counselling contracts in organisations</b><br>1.1 Analyse the key issues arising for counsellors practicing in workplace settings.<br>1.2 Evaluate the time limited outcome orientated nature of SFBT for workplace counselling.                   |   |   |     |  |
| <b>2.</b> | <b>Understand the context of counselling in the workplace</b><br>2.1 Explain the main issues affecting the use and application of counselling skills for counselling in the workplace.<br>2.2 Select, demonstrate and justify appropriate skills to use in a helping interview. |   |   |     |  |
| <b>3.</b> | <b>Promote ethical practice when addressing counselling in the workplace</b><br>3.1 Review key challenges to ethical practice when working in organisations.  |   |   |     |  |
| <b>4.</b> | <b>Understand how to manage the helping interaction to keep both counsellor and client safe and supported.</b><br>4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.   |   |   |     |  |
| <b>5.</b> | <b>Understand how to reflect upon and develop own work</b>  |   |   |     |  |

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| <b>in this area.</b><br>5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research. |  |  |  |  |
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**Tutor's comments**

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**Date:**.....

**EV's Signature:**.....

**Date:**.....



**CANDIDATE ASSESSMENT SHEET  
LEVEL 3 CERTIFICATE IN COUNSELLING  
OPTION UNIT 14**

**WORKING WITH ADDICTIONS**

Name of Centre ..... Centre No. 

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

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

|    |   | GRADE (P/R)<br>Tutor use <b>RED</b> pen please. |   |     | REFERENCES<br>As outlined in detail under Assessment Criteria on the QCF template |
|----|---|---|---|-----|---|
|    |   | TUTOR   |   | EV  |   |
|    |   | P   | R | P/R |   |
| 1. | <p><b>Know the theoretical Models of Addiction</b></p> <p>1.1 Critically compare the key components of models associated with addiction (eg biological, social)</p> <p>1.2 Summarise the key ideas that the major schools of counselling and psychotherapy (Cognitive-Behavioural, Humanistic, Psychodynamic) hold in relation to addiction.</p>  |   |   |     |   |
| 2. | <p><b>Understand the context of counselling people with substance misuse</b></p> <p>2.1 Explain the main issues affecting the use and application of counselling skills for substance misuse</p> <p>2.2 Select, demonstrate and justify appropriate skills to use in a helping interview</p> <p>2.3 Evaluate the efficacy of Cognitive-Behavioural Therapy to the appropriate outcome of addictions</p> |   |   |     |   |
| 3. | <p><b>Promote ethical practice when addressing substance misuse</b></p> <p>3.1 Review key challenges to ethical practice when working with people with substance misuse.</p>  |   |   |     |   |
| 4. | <p><b>Understand how to manage the helping interaction to keep both counsellor and client safe and supported.</b></p>   |   |   |     |   |

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| 4.1 Develop a plan to mitigate key risks (ethical, legal, moral, physical) to both counsellor and client.  |  |  |  |  |
| <b>5. Understand how to reflect upon and develop own work in this area.</b><br>5.1 Evaluate a range of considered strategies through which work can be developed such as continuing professional development, use of supervision, personal research. |  |  |  |  |

**Tutor's comments**

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External Verifier

**Tutor's Signature:**.....

**Date:**.....

**Tutor's Name Printed:**.....

**EV's Signature:**.....

**Date:**.....

# 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.

**I confirm that** *[select either (a) or (b)]*

- (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.*

Signed

Name

Date

Signature of Head of Centre

Date

***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

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**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

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