

Higher Nationals

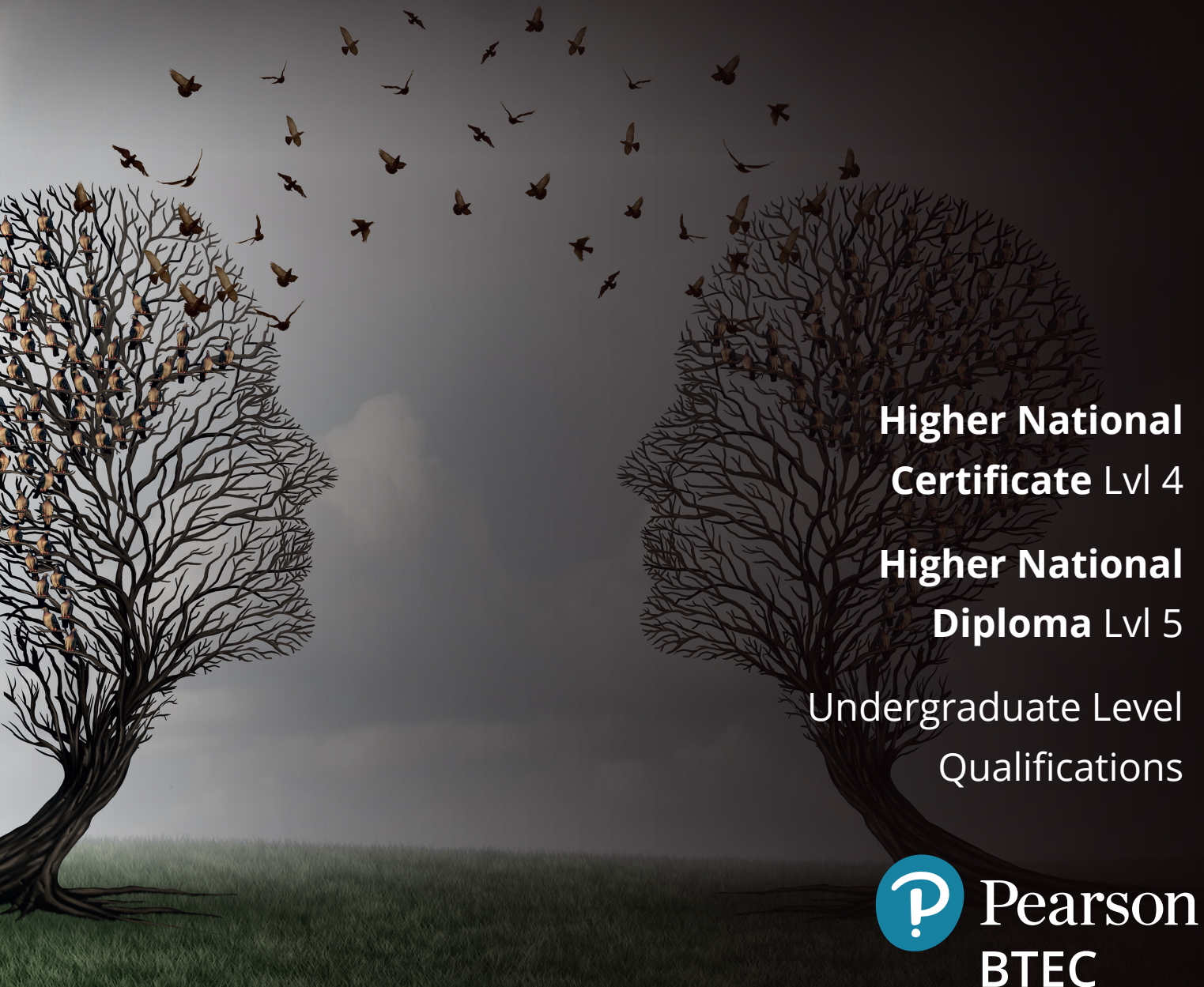
Counselling & Applied Psychology

Programme Specification

For use with the Higher National Certificate and Higher National Diploma in Counselling and Applied Psychology

First Teaching from January 2023

First Certification from September 2023



**Higher National
Certificate** Lvl 4

**Higher National
Diploma** Lvl 5

Undergraduate Level
Qualifications

About Pearson

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1 Introduction

BTEC is an established brand of choice for the world's learning communities, engaging students in applied, practical, interpersonal and thinking skills for more than three decades. The BTEC suite of Pearson qualifications, Higher Nationals (HNs) are widely supported by higher education and industry as the principal vocational qualifications at Levels 4 and 5. BTEC is one of the world's most successful applied learning brands, helping students develop their practical, interpersonal and thinking skills for more than 30 years.

When developing our BTEC Higher National qualifications, we worked with a wide range of students, employers, higher education providers, colleges and subject experts to make sure the qualifications met their needs and expectations. We also work closely with professional organisations to make sure the qualifications were in line with recognised professional standards.

The Pearson BTEC Higher National qualifications are designed to reflect the increasing need for high quality professional and technical education at Levels 4 and 5. They provide students with a clear line of sight to employment and to a degree at Level 6 if they choose.

1.1 The student voice

Students are at the heart of what we do. That is why we consult them from the start when developing our Higher National qualifications. We involve them in writing groups, seek their feedback and take note of their opinions.

This helps us develop the best possible qualifications and learning experience for students worldwide.

1.2 Why choose Pearson BTEC Higher Nationals?

Pearson BTEC Higher National qualifications take a student-centred approach to the curriculum. There is a flexible, unit-based structure that focuses on developing the practical, interpersonal and thinking skills the student will need to succeed in employment and higher education. They represent the latest in professional standards and provide opportunities for students to develop skills and behaviours for work, for example by taking part in a group project or meeting a client brief. A student may achieve exemption from professional or vendor qualifications, or membership of selected professional organisations to help students on their journey to professional recognition or membership.

Pearson BTEC Higher Nationals are intended to keep doors open for future study if a student wishes to take their education further after completing a Higher National programme. They do this by allowing space for students to develop their higher education study skills, such as the ability to research. The study programme is clearly

set out in line with the Quality Assurance Agency for Higher Education's Frameworks for Higher Education qualification standards at Levels 4 and 5. This means that students who want to progress to Levels 5 or 6 study should feel better prepared.

The Pearson BTEC Higher Nationals meet these requirements by providing:

- a range of general and specialist study units, both core and optional, each with a clear purpose, so there is something to suit each student's choice of programme and future progression plans
- up-to-date content, closely in line with the needs of employers, professional bodies and higher education, for a skilled future workforce
- learning outcomes mapped against professional body standards, where appropriate
- support for tutors, including authorised assignment briefs, curriculum planning support and assessment guidance, and
- support for students, including digital learning resources and communities, through HN Global.

1.3 HN Global

Our HN Global website provides a specially designed range of digital resources to give tutors and students the best possible experience during the BTEC Higher Nationals course. More information is available at www.ighernationals.com.

1.4 Qualification titles

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology

- There are no pathways at Level 4.

Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology

Specialist pathways are in brackets within the qualification title:

- Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Integrative)
- Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Psychodynamic)
- Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Cognitive Behavioural)
- Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Humanistic)

1.5 Qualification codes

Ofqual Regulated Qualifications Framework (RQF) Qualification numbers:

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology: **610/1726/7**

Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology: **610/1727/9**

1.6 Awarding institution

Pearson Education Ltd.

1.7 Key features

Pearson BTEC Higher Nationals in Counselling and Applied Psychology qualifications offer:

- an exciting and informative study programme that stimulates and challenges learners
- a simple and flexible structure that enables students to take the Higher National Certificate and then build on it in the Higher National Diploma, with optional and specialist units linked to their area of study
- an opportunity for students to follow specialist routes of interest at Level 5, gaining the knowledge and skills they need to progress to higher education or employment in their specialist area
- core competencies throughout the curriculum, to support continuing professional development (CPD) and learning skills for lifelong learning and professional development
- the opportunity for centres to offer assessments that consider cognitive skills (what students know) along with effective and applied skills (how they behave and what they can do) to support a practical and dynamic approach to learning
- unit-specific assessment and Pearson-set themes designed to encourage thorough and analytical learning, challenge students and develop skills in critical thinking, personal responsibility and decision-making
- a flexible approach to assessment that supports progression to higher education or work and allows for different learning styles
- Quality Assurance measures that assure professional organisations, universities, businesses, colleges and students of the integrity and value of the qualifications, and
- a programme of learning designed to meet skills gaps in the current workforce and build today's talent to meet tomorrow's needs in an international environment.

1.8 Qualification frameworks

Pearson BTEC Higher National qualifications are designated higher education qualifications in the UK. They are aligned to the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, and Quality Assurance Agency (QAA) Subject Benchmark Statements. These qualifications are part of the UK Regulated Qualifications Framework (RQF).

1.9 Collaborative development

We are very grateful to the university and further education tutors, employers, professional bodies and others who have generously shared their time and expertise to help us develop these new Pearson BTEC Higher National qualifications in Counselling and Applied Psychology. Our thanks go to:

- British Association for Counselling and Psychotherapy
- Bromley Community Counselling Service
- Learning & Wellbeing Psychology
- Erin Stevens Counselling and Psychotherapy
- University of Roehampton (Student Support Services)
- Therapyandhealer.com
- Avenir Training Limited
- Regent College London
- Dunboyne College of Further Education
- Barnet and Southgate College
- The Manchester College
- Stamford College
- Sparsholt College
- Newcastle City Learning
- Halesowen College
- Southampton Solent University
- University of Central Lancashire
- University of Wolverhampton
- Nottingham Trent University
- University of Roehampton
- Lancaster University

2 Programming purpose and objectives

2.1 Purpose of the BTEC Higher Nationals

The purpose of Pearson BTEC Higher Nationals is to develop students as independent thinking professionals who can meet the demands of employers and adapt to a constantly changing world. The qualifications aim to widen access to higher education and improve the career prospects of those who take them.

2.2 Aims and Objectives of the Pearson BTEC Higher Nationals

The Pearson BTEC Higher National Certificate and Diploma in Counselling and Applied Psychology aim to offer learners the opportunity to develop a range of skills and techniques, personal qualities and attributes to enable them to make an immediate contribution to employment and to provide flexibility, knowledge, skills and motivation as a basis for future studies and career progression in the sector.

By successfully completing the Certificate and Diploma, learners should:

- Meet the training requirements for professional accreditation as a counsellor.
- Have met the Scope of Practice and Education (SCoPEd) framework requirements for a column A therapist. This will facilitate progression to Level 6 study.
- Seamlessly transition from Level 5 to Level 6.
- Be equipped with the attitudes and behaviours required to succeed in counselling practice.
- Have the enhanced employability prospects and 'work readiness' of graduates.
- Have experience enhanced employer engagement.
- Be ready to take part in CPD and lifelong learning for personal and professional development.
- Have experienced a high-quality curriculum that translates theory into a strategic growth mindset.

2.3 Aims of the Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology

The Level 4 units lay the foundations of learning by providing a broad introduction to counselling and applied psychology and the users of these services. This develops core skills while preparing the student for specialist subjects at Level 5 or to enter employment with the qualities necessary for job roles that require some professional and personal responsibility.

Students will gain a wide range of knowledge linked to practical skills gained through research, independent study, directed study and workplace and clinic scenarios. Students are involved in vocational activities that help them to develop behaviours (the attitudes and approaches required for a competence) and transferable skills. Transferable skills are those that are highly valued in higher education and the workplace, for example, communication, teamwork, research and analysis.

By the end of Level 4, students will have sound knowledge of the foundation concepts of counselling and psychology. They will be competent in a range of subject-specific skills as well as general skills and qualities relevant to key areas of these professions.

2.4 Aims of the Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology

The Level 5 units give students the opportunity to specialise in a counselling-related occupational area and to progress to degree-level study. They prepare students to move on to specific areas of education and further learning at Level 6 or to enter employment with the qualities and abilities necessary for roles that require professional responsibility and decision-making.

Students will be able to develop and apply their own ideas to their studies, to deal with uncertainty and complexity, to explore solutions, demonstrate critical evaluation and use both theory and practice in a wide range of therapeutic situations.

By the end of Level 5, students will have a sound understanding of the principles in their area of specialist study and will know how to apply those principles more widely in counselling and psychology practice. They will be able to perform effectively in their specialist area.

2.5 What could these qualifications lead to?

The Level 4 Higher National Certificate provides a solid grounding, which students can build on if they decide to continue their studies. The Level 5 Higher National Diploma enables students to specialise by committing to specific career paths and progression routes to degree-level study.

Once students have achieved the Level 5 Higher National Diploma, they can develop their careers in the respective sector by:

- entering employment
- continuing existing employment
- linking with the appropriate professional body
- committing to CPD, or
- going to university.

2.5.1 Progression to university

University recognition and articulations

We work with a range of higher education institutions around the world that accept Pearson BTEC Higher Nationals as a qualification for entry to their undergraduate degree courses. Many universities allow advanced entry to the second or third year of the course. Agreements can include transferring learning credits from one course or qualification to the other, articulation and case-by-case admission.

Students should be aware that each university sets its own admission criteria and that those criteria can change. Before applying, students should understand the course entry requirements for the subject and year in which they want to study. For more information on entry requirements, including 2+1 articulations, please visit <https://www.highernationals.com/degree-finder>.

2.6 Developing students' employability skills and academic study skills

Employability skills (sometimes referred to as transferable skills) are vital to increase students' career prospects and contribute to their personal development. Our BTEC Higher Nationals in Counselling and Applied Psychology support students in developing the key skills, qualities and strengths that employers are looking for.

We divide employability skills into five main categories.

Cognitive problem-solving skills

These include:

- critical thinking
- using expert and creative solutions to solve non-routine problems
- using systems and digital technology, and
- generating and communicating ideas creatively.

Independent skills

These include:

- self-management
- adaptability and resilience
- self-monitoring and self-development
- self-analysis, and
- reflection, planning and prioritising.

Interpersonal skills

These include:

- leadership skills
- communicating effectively
- working with others
- negotiating and influencing, and
- presentation skills.

Counselling practice skills

These include:

- mental health and wellbeing assessment related to area of practice
- impact of therapeutic counselling interventions
- working within an interprofessional team
- coaching and role modelling
- motivational skills
- communication skills.

Research and evaluation skills

These include:

- evidence base review, evaluation and practice
- statistical analysis
- critical thinking and writing and reflection.

3 Preparing students for employment

3.1 Designing with employers, for employers

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

We work with employers, students, professional bodies, education providers and other experts to design qualifications with the future workforce in mind. Higher National qualifications blend employability skills with academic, business and technical knowledge. They support trainees and apprentices in their higher apprenticeship and other technical education programmes, as well as students working towards a degree. We update our programmes regularly to maintain their high quality and meet the changing needs of the workforce.

Employers contribute to our Higher Nationals in several ways.

- They are involved in every stage of designing our qualifications, from developing the structure and pathways to selecting subjects, developing content and approving qualifications.
- They help us deliver qualifications, for example through vendor accreditation, letters of support and co-badging. Our qualifications actively encourage training providers to work with employers. Work placements and work through learning are key features of BTEC Higher Nationals.
- They help us review and update our qualifications to meet occupational standards and provide supporting material such as case studies to reflect the real world of work.

We are committed to equipping apprentices, trainees and organisations with the tools and resources they need to support high-quality, innovative technical education and Higher Apprenticeship programmes that work.

Including a Higher National qualification as part of a Higher Apprenticeship or technical education programme gives students:

- an internationally recognised higher-level qualification in line with the Frameworks for Higher Education Qualifications, and
- a stepping-stone to continue their education or training and gain a recognised degree or professional qualification.

To find out more, and to access detailed mapping to higher apprenticeship and occupational standards for your qualification, please visit the 'Apprenticeship' pages on HN Global.

3.1.1 Employability skills for student career success

Pearson is committed to delivering learning that is rooted in the real world and to developing work-ready graduates with the professional skills and behaviours that employers need. The Pearson BTEC Higher National curriculum provides a clear line of sight to employment, depending on which specialist areas learners complete. The aim is to produce students who are equipped to thrive in the changing world of work, whether they leave with an HNC or an HND qualification.

The table below shows the type of position that a student graduating at each educational level might expect to start in, and some examples of the type of practice they might undertake.

Levels of qualification		
Employability level at learning level	Level 4	Level 5
General employment outcomes for graduates at each level	Graduates can: <ul style="list-style-type: none">• work as a counsellor in a service or agency setting• work in healthcare or non-healthcare settings• work in voluntary sectors	Graduates can: <ul style="list-style-type: none">• work independently• refer and have clients referred to their service• apply to study at Level 6
Examples of roles in different areas of counselling	<ul style="list-style-type: none">• Counsellor• Mental health coach	<ul style="list-style-type: none">• Mental health clinician• Cognitive behavioural therapy (CBT) therapist

3.1.2 Developing competencies for the workplace

Core competencies developed on the specialist pathways of the programme will support students in preparing for a range of employment opportunities in their chosen sector. These core competencies collectively summarise the key capabilities that are important across the sector, covering areas of relevant expertise and technical skills that would be required within the sector to successfully perform a job, as defined in current advertised job vacancies.

Core competencies are developed on programme within a balanced framework of cognitive (knowledge), affective (behaviours) and psychomotor (practical) Learning Outcomes to encourage a more vocational and practical approach to learning.

The table below shows how the British Association for Counselling and Psychotherapy (BACP) core competencies¹ developed on pathways of the Pearson BTEC Higher Nationals in Counselling and Applied Psychology fit a typical job description in the sector. The job descriptions used are based on jobs advertised at the time this document was published.

Job title: Counsellor	
Selection of duties and responsibilities taken from typical job descriptions	Core BACP competencies gained through the BTEC Higher National Diploma in Counselling and Applied Psychology
Provide high quality counselling service using a brief therapy model.	<ul style="list-style-type: none"> • Ability to offer appropriate care and support • Ability to use a range of listening and responding skills appropriately
Assess clients presenting with complex personal difficulties.	<ul style="list-style-type: none"> • Ability to identify, assess and respond to risk and emergency • Ability to use counselling skills empathically, to understand and respond appropriately to those experiencing painful and distressing emotions
Undertake counselling suitability screening assessments.	<ul style="list-style-type: none"> • Ability to use counselling skills within legal, ethical and professional guidelines • Ability to identify, assess and respond to risk and emergency • Ability to use a range of listening and responding skills appropriately
Make decisions regarding suitability for counselling.	<ul style="list-style-type: none"> • Ability to use counselling skills within legal, ethical and professional guidelines • Ability to offer appropriate care and support • Ability to use a range of listening and responding skills appropriately

¹ British Association for Counselling and Psychotherapy (2020) *Counselling skills competence framework* [framework], Lutterworth: British Association for Counselling and Psychotherapy.

Job title: Counsellor	
Adhere to agreed activity contact targets relating to overall number of client contacts offered and clinical sessions carried out per week.	<ul style="list-style-type: none"> • Ability to offer appropriate care and support • Ability to work within professional boundaries appropriate to role and setting

Job title: Psychological Well-being Practitioner	
Selection of duties and responsibilities taken from typical job descriptions	Core competencies gained through the BTEC Higher National Diploma in Counselling and Applied Psychology
Accept referrals via agreed protocols.	<ul style="list-style-type: none"> • Ability to use counselling skills within legal, ethical and professional guidelines • Ability to identify, assess and respond to risk and emergency • Ability to use a range of listening and responding skills appropriately
Develop programmes of care packages.	<ul style="list-style-type: none"> • Ability to offer appropriate care and support • Ability to use a range of listening and responding skills appropriately • Ability to use counselling skills in interactions with other professionals, friends and family of the person you are working with
Undertake client-centred interviews to identify areas where the individual wishes to see change.	<ul style="list-style-type: none"> • Ability to use counselling skills to enhance but not change primary role • Ability to use counselling skills to communicate empathic understanding • Ability to use a range of listening and responding skills appropriately • Ability to use counselling skills to establish, maintain and end the work

Job title: Psychological Well-being Practitioner	
Educate and involve family members and others in treatment.	<ul style="list-style-type: none"> • Ability to use counselling skills collaboratively • Ability to use counselling skills in interactions with other professionals, friends and family of the person you are working with
Attend multi-disciplinary meetings relating to referrals or clients in treatment.	<ul style="list-style-type: none"> • Ability to work within professional boundaries appropriate to role and setting • Ability to use counselling skills collaboratively • Ability to use counselling skills in interactions with other professionals, carers, friends and family of the person you are working with

3.1.3 Professional body recognition and exemption

In developing the Pearson BTEC Higher National qualifications in Counselling and Applied Psychology we have worked closely with the British Association for Counselling and Psychotherapy (BACP).

Aligning to professional body framework content and assessment supports students to develop as professional practitioners for the future. This adds value for students by offering them access to a career structure via ongoing learning and continuing professional development.

Pearson has applied to BACP for approval for this qualification. The HNC in Counselling and Applied Psychology aligns to column A therapist in the SCoPEd framework.

This section will be updated with details of approval once the process is complete.

For more professional body memberships, accreditations and exemptions, please see our 'Progression hub' on HN Global.

4 Centre support

4.1 Support for setting up your course and preparing to teach

You can access a wide range of resources and support to help you deliver our Pearson BTEC Higher Nationals with confidence. You will find a list of resources to support teaching, learning, assessment and continuing professional development on HN Global.

4.2 This document

This specification gives you details of the administration of qualifications and information on the units included.

4.3 HN Global

HN Global is a dedicated online learning platform for all Pearson BTEC Higher National students and delivery centres. You can find various free resources to support staff delivering a Pearson BTEC Higher National programme and to guide students on their learning journey. The global forum connects students and tutors and provides the opportunity to discuss common themes and share good practice. HN Global also provides access to the following.

The learning zone includes student study materials such as core textbooks, study skills modules, a 'Progression hub' featuring opportunities to develop employability skills and an e-library and subject materials.

The tutor resources section hosts a wealth of delivery materials, reading lists, blended learning resources, video guidance on assessment, and continuing professional development opportunities. Staff can also access the QA Hub for templates and more centre support.

Short courses provide support for curriculum planning, developing schemes of work and developing students' academic skills.

These are available from the HN Global website at www.highernationals.com.

4.4 Authorised Assignment Briefs

We provide a booklet of Authorised Assignment Briefs (AABs) for a sample of units. These Authorised Assignment Briefs have been developed to support Centres with their assessment strategy for the delivery of a sample of units, as well as providing guidance and inspiration for effective planning and design of future Assignment Briefs.

They can be used in the following ways.

1. AABs **can be modified and customised** to meet localisation.
2. AABs **can be used by Centres if they meet your specific requirements** following internal verification. They have been written to assess students' knowledge, understanding and skills specifically relevant to the unit Learning Outcomes, but they have not been contextualised to meet local need and international diversity, e.g. centres will still need to select a relevant organisation. If using the AAB, the Assignment Brief should still be internally marked and made available for standards verification.

The AABs offer a range of real and simulated assessment activities, for example group work to encourage cooperation and social skills, or a solution focused case study to develop cognitive skills. The assessment grids for each unit explain the specific requirements for assessing these skills.

All assignments must still be moderated in line with the internal verification process.

The tutor resources section on HN Global offers a wide range of resources and guidance documents to help you plan and design assessments effectively. Please see the Authorised Assignment Brief booklet for more information.

4.5 Assignment checking service

This is a free service for BTEC centres to make sure that assignments enable students to produce suitable evidence across the required Learning Outcomes.

It is especially useful for programme teams who are relatively new to BTEC and who want to check that their assignments are fully meeting a unit's requirements. Please see <https://qualifications.pearson.com/en/support/Services/assignment-checking-service.html>

4.6 Pearson English

Pearson provides a full range of support for English learning, including diagnostics, qualifications and learning resources. Please see www.pearson.com/english.

The Pearson English Portal also offers a variety of digital resources. The portal encourages users to get involved, improves teaching and results, and increases the learning experience.

5 Planning your programme

5.1 Delivering the Higher Nationals

As a large employer and qualification-awarding organisation, Pearson understands the value of developing the skills and talent of the future workforce. We believe in, and champion, higher technical education that is relevant to employers.

You play a central role in helping your learners choose the right Pearson BTEC Higher National qualification.

Assess your students very carefully to make sure they take the right qualification and the right pathways and optional units. This will allow them to progress to the next stage in their learning or employment journey. You should also check the qualification structures and unit combinations carefully when giving students advice.

Make sure your students have access to a full range of information and advice to help them choose the right qualification and units. When students are recruited, you need to give them accurate information on the title and focus of the qualification they are studying for. Centres must provide a programme specification for approvals but it is also essential that Centres produce:

- a staff handbook to support full- and part-time members of your team, and
- a student handbook to guide students through the course requirements so they know what is expected of them and understand their rights. This handbook should contain information about their placement as well as campus learning environment.

You can find more information in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment* available on our website

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>

5.1.1 Centre approval

We need to approve all Centres before they can offer our qualifications. This is to make sure that Centres are ready to assess students and that we can provide the support you need.

For more information about becoming a Centre and gaining approval to run our qualifications, please visit 'UK centre approvals for schools and colleges' on our website. (<https://qualifications.pearson.com/en/forms/-uk-centre-approval-for-schools-and-colleges.html>)

These qualifications have mandatory placements. Centres are required to ensure they have the following:

- Tutors should be members of at least one relevant professional body and be able to map their knowledge, skills and practice to 'column A therapist' in the SCoPEd framework.²
- Tutors and placement supervisors must be familiar with, and agree to work within, the current BACP *Ethical Framework for the Counselling Professions*³ and the *Online and phone therapy (OPT) competence framework*⁴ or, if outside the UK, other appropriate professional frameworks.
- Centres need to have a tracking system to record placement hours and methods of reporting these to Assessment Boards.
- There should be a tracking system to ensure that the BACP ratio of face-to-face classroom tuition to live synchronous online training is not exceeded.
- A named tutor/individual should act as a placement coordinator with responsibility for working with placement providers to ensure effective communication between Centres, placement providers and students. The placement coordinator will ensure that students are enabled to find and access suitable placements.
- There needs to be an agreement with placement providers that makes clear the duties, rights and responsibilities of the Centre, placement providers and students. It is good practice for this agreement to include Health and Safety, Disclosure and Barring Service (DBS) checks (or similar country-specific checks) and safeguarding arrangements or other appropriate checks. The agreement should also include an overview of the placement quality assurance/audit process(s). Pearson does not provide a template because agreements will be dependent on the placement provider and Centre needs. Quality assurance processes/audits should be tripartite – placement provider, Centre and student representatives.
- There needs to be a supervision policy for students and practice supervisors while they are in practice. This refers to both professional supervision and the way students are supported to learn in practice.

² Association of Christian Counsellors, British Association for Counselling and Psychotherapy, British Psychoanalytic Council, Human Givens Institute, The National Counselling Society and UK Council for Psychotherapy (2022) *SCoPEd: A shared framework for the scope of practice and education for counselling and psychotherapy with adults* [Standards framework], Lutterworth: British Association for Counselling and Psychotherapy.

³ British Association for Counselling and Psychotherapy (2018) *Ethical Framework for the Counselling Professions* [Standards framework], Lutterworth: British Association for Counselling and Psychotherapy.

⁴ British Association for Counselling and Psychotherapy (2021) *Online and phone therapy (OPT) competence framework* [Standards framework], Lutterworth: British Association for Counselling and Psychotherapy.

- Centres must have appropriate insurance in place for students on placement.
 - When students are undertaking counselling practice as part of a placement (in person or online/telephone) that crosses regional/national/international boundaries where safeguarding, legislation and insurance requirements differ from the education provider's home area, Centres must ensure that students are appropriately supervised by a practitioner who has the relevant knowledge and experience in the regional/national/international areas.
 - Insurance provision must cover students wherever they practise.
- Risk assessments must be in place in all placements to ensure that students' safety and wellbeing is maintained.
- There should be a method of ensuring students will be facilitated to undertake professional supervision. When students are undertaking online/telephone placement hours or a mixture of online/telephone and in-person, the supervisor should be experienced and competent in all these methods of supervision. A mix of individual and group supervision is strongly recommended.
- There need to be ways of ensuring students can access relevant learning resources while on placement (journal articles, periodicals, professional body guidance etc.).
- There should be a method for students to record their placement learning, development and reflection evidence, for example a learning and development portfolio.

Prospective Centres may find the checklist in *Appendix 6* useful. Centres should also ensure that they can meet the unit-specific requirements.

5.1.2 Tutor knowledge

The British Association for Counselling and Psychotherapy (BACP) mandates that all tutors must be a member of at least one relevant professional body, for example the Association of Christian Counsellors, the British Association for Counselling and Psychotherapy, the British Psychoanalytic Council, the Human Givens Institute, the National Counselling Society or the UK Council for Psychotherapy. Membership categories for these organisations are set out in the Scope of Practice and Education (SCoPEd) framework document.⁵

Tutors may be members of other relevant professional bodies. To meet BACP approval requirements, alternative professional bodies must have a complaints procedure to which members are subject.

⁵ Association of Christian Counsellors, British Association for Counselling and Psychotherapy, British Psychoanalytic Council, Human Givens Institute, The National Counselling Society and UK Council for Psychotherapy (2022) *SCoPEd: A shared framework for the scope of practice and education for counselling and psychotherapy with adults* [Standards framework], Lutterworth: British Association for Counselling and Psychotherapy.

Tutors must be able to map to all the standards for the column A therapist in SCoPEd. This requirement is in place because the Higher National Certificate in Counselling and Applied Psychology will enable students to meet column A therapist standards.

Tutors and placement supervisors must be familiar with, and agree to work within, the current BACP *Ethical Framework for the Counselling Professions*⁶ or another relevant professional ethical framework if outside the UK.

When online or telephone approaches to theoretical and experiential teaching and learning are used, tutors must have knowledge and experience in working with students and clients online and over the phone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

5.1.3 Resources

As part of your Centre approval, you will need to show that the right resources and workspaces are available to deliver Pearson BTEC Higher Nationals. Some units need specific resources. This is clearly explained in the unit descriptions.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualifications' theoretical components and experiential placement requirements, the resources available should include a student workspace that is private and bookable.

5.1.4 Delivering learning

With our approval, you can deliver our Pearson BTEC Higher Nationals using a mixture of learning options that meet your students' needs. We recommend you offer full-time, part-time, blended learning and distance learning.

To meet the British Association for Counselling and Psychotherapy approval requirements, learning must be:

- 100 per cent face-to-face classroom-based tuition or
- include at least 70 per cent face-to-face classroom-based tuition and up to 30 per cent live synchronous online training

Experiential learning is an essential part of this qualification. Placements are mandatory.

⁶ British Association for Counselling and Psychotherapy (2018) *Ethical Framework for the Counselling Professions* [Standards framework], Lutterworth: British Association for Counselling and Psychotherapy.

If you are delivering distance learning, please see the Pearson *Distance Learning and Assessment Policy* at a <https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

5.1.5 Support from Pearson

For each programme with active registrations we will provide an external examiner to help you plan and review assessments. You will also be able to access training events and support from a dedicated team of Pearson Higher National subject leads. Please see: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals.html>

5.2 Entry requirements and admissions

Pearson does not set formal entry requirements for our qualifications but as a Centre you are responsible for making sure that the students you recruit have a reasonable chance of success on the programme.

Students who have recently been in education are likely to need:

- a BTEC Level 3 qualification in a related subject, such as BTEC Level 3 Certificate in Counselling Skills
- a GCE Advanced Level profile that demonstrates strong performance in a relevant subject or adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C (or equivalent) and/or 9 to 4 (or equivalent) in subjects such as maths and English
- other related Level 3 qualifications in relevant subjects such as Pearson Edexcel Level 3 Advanced GCE in Psychology
- an Access to Higher Education Diploma from an approved further education institution in a relevant subject
- relevant work experience, or
- an international equivalent to the above qualifications.

Our Recognition of Prior Learning policy means that students' previous learning and experience can be taken into account, and they may be awarded certain qualifications or units of a qualification based on that learning or experience. Please see *Section 9* for more information.

5.2.1 Selection process

To meet BACP approval requirements, Centres must have a selection process that ensures successful applicants have or have the potential to:

- develop self-awareness, maturity and stability
- reflect on life experience

- cope with the emotional demands of the qualification
- cope with the intellectual and academic requirements
- be aware of issues of difference and equality and
- recognise the need for personal and professional support.

Centres should use a selection process that includes a written component, for example an application form or interview task.

5.2.2 English language requirements

Pearson's mission is to help people make more of their lives through learning. To assist Centres to recruit students who have the skills to benefit from undertaking a Higher National programme of study, we are providing the following clarification regarding the English language **admission requirements** when offering places to applicants.

All Centres delivering Pearson BTEC Higher National qualifications in English must ensure that each applicant can demonstrate their capability to learn and be assessed at the relevant level in English.

Students applying for a Pearson BTEC Higher National qualification that is taught and assessed completely in English will need a certain level of English language skills. Before accepting students onto a programme, you must make sure that those whose first language is not English and who have not carried out their final two years of schooling in English can demonstrate ability at a standard equivalent to:

- **Common European Framework of Reference (CEFR) Level B2**
- **PTE Academic 51** or
- **IELTS 5.5** (reading and writing must be at 5.5).

Students who have completed a Pearson BTEC Higher National qualification delivered partly or completely in another language but assessed in English will need to demonstrate ability in English to the standard above but at the **end** of the programme.

It is up to you to decide what proof of ability students will need to provide.

If students are intending to use this qualification to support entry to a BSc (Hons) or BA (Hons) programme, admission tutors are strongly advised to ensure students understand the English language entry requirements for such programmes because they may be higher than those given above.

5.3 Access to study

This section focuses on the administration you will need to carry out when delivering our Pearson BTEC Higher National qualifications. It will be most relevant to quality controllers, Programme Leaders and examinations officers.

Our qualifications should:

- be available to everyone able to reach the required standards
- be free from any barriers that restrict access and progress, and
- provide equal opportunities for all those who want to access the qualifications.

For more information, please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* at

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes.

- Make sure that students applying have the information and advice they need about the qualification to be sure it meets their needs.
- Check each student's qualifications and experience to make sure they have the potential to achieve the qualification.
- For students with disabilities and specific needs, consider the support available to the student during teaching and assessment. For more guidance, please see *Section 5.6.2* on reasonable adjustments.

5.4 Student registration and entry

All students should be registered on the qualification they are studying, and suitable arrangements need to be made for internal and external verification. For information on making registrations, please see the information manual available in the support section of our website at <https://qualifications.pearson.com/en/support.html>.

Students can be formally assessed only for a qualification on which they are registered. If a student changes the qualification they want to study for (for example if they decide to choose a different specialist pathway), you must transfer their registration to the new pathway. We cannot sample a student's work unless they are registered on the correct pathway.

5.5 Access to assessments

Assessments need to be managed carefully so that all students are treated fairly and that results and certificates are published without delay.

Our equality policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality or religious belief) are not disadvantaged in comparison with students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification, and
- this achievement can be compared fairly to the achievement of their peers.

For more information on access arrangements, please visit the Joint Council for Qualifications (JCQ) website at <http://www.jcq.org.uk/>.

5.6 Administrative arrangements for internal assessment

5.6.1 Records

You are required to retain records of assessment for each student. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information on quality and assessment can be found in our UK and international guides available in the support section on our website (<https://qualifications.pearson.com/en/support.html>). We may ask to audit your records, so they must be retained as specified. All student work must be retained for **a minimum of 12 weeks** after certification has taken place.

Students' attendance at in-person or online learning sessions must be recorded.

Records of students' placement attendance and placement hours completed must be kept and made available to Assessment Boards. Assessment Boards must confirm that the required placement hours have been completed before certification can take place.

5.6.2 Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a student takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments.

You are able to make adjustments to internal assessments to take account of the needs of individual students. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments, if necessary.

Further details on how to make adjustments for students are available on the support section of our website (<https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>).

5.6.3 Special consideration

Special consideration is given after an assessment has taken place for students who have been affected by adverse circumstances, such as illness, and require an adjustment of grade to reflect normal level of attainment. You must operate special consideration in line with Pearson policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided, or for the format of the assessment (if it is equally valid). You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the JCQ Guide to Special Considerations policy, which can be found on the JCQ website: <https://www.jcq.org.uk/>.

Please note that your Centre must have a policy for dealing with mitigating circumstances if students are affected by adverse circumstances, such as illness, which result in non-submission or late submission of assessment.

5.6.4 Appeals against assessment

Your Centre must have a policy for dealing with appeals from students. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Leader or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to students. If there is an appeal by a student, you must document the appeal and its resolution. Students have a final right of appeal to Pearson, but only if the procedures that you have put in place have been followed.

Further details of our policy on enquiries and appeals is available on the support section of our website (<https://qualifications.pearson.com/en/support.html>).

If your Centre is located in England or Wales and the student is still dissatisfied with the final outcome of their appeal, they can make a further appeal to the Office of the Independent Adjudicator (OIA) by emailing: enquiries@oiahe.org.uk. In Northern Ireland, a further appeal may be lodged with the Northern Ireland Public Service Ombudsman (NIPSO) by emailing: nipso@nipso.org.uk.

5.7 Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, Centre staff or Centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, Centre staff or Centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the Centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a Centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and Centre staff, Centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

5.7.1 Learner malpractice

The Head of the Centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask Centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the Centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or Centre malpractice.

5.7.2 Tutor/Centre malpractice

The Head of the Centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by Centre staff, before any investigation is undertaken. The Head of the Centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the Head of the Centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and Quality Assurance processes. You will be notified within a reasonable period of time if this occurs.

5.7.3 Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your Centre's quality procedures, we may impose sanctions such as:

- working with Centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the Centre from delivering Pearson qualifications
- suspending or withdrawing Centre approval status.

The Centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of the Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

6 Programme structure

6.1 Units, credits and total qualification time (TQT)

The Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full time over one year, or part time over two years.

The Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full time over two years, or part time over four years.

Pearson would expect an HND student to have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This enables the student to submit the remaining 30 credits at Level 4 while continuing with their Level 5 study.

Students will not be awarded the HNC unless they have completed 100 placement hours.

Students will not be awarded the HND unless they have completed 170 placement hours (100 at Level 4, 70 at Level 5). At least 35 Level 5 hours must include counselling practice using pathway-specific counselling techniques.

Pearson normally expects an HND student to have completed at least 20 placement hours before progressing to Level 5. If 100 placement hours have not been completed at Level 4, it may be appropriate to use the mitigating circumstances process to enable the student to carry the remaining placement hours into Level 5. However, consideration must be given to an individual student's personal circumstances and their ability to complete all remaining mandatory placement hours during Level 5.

If an HND student does not complete the full qualification, they may be awarded an HNC if they have gained enough credits and have completed 100 placement hours.

Pearson BTEC Higher Nationals consist of core units, specialist units and optional units.

- Core and specialist units are mandatory.
- Specialist units provide a specific occupational focus to the qualification in line with professional body standards.
- Optional units provide greater depth and breadth of study and can be localised.

Each unit usually carries 15 credits. Units are designed around the amount of time it will take for a student to complete them and receive a qualification. This is known as the total qualification time (TQT). TQT includes guided learning activities, directed learning activities and assessment. Each 15-credit unit has a TQT of 150 hours – 60 guided learning hours (GLH) and 90 hours of independent learning hours (ILH). (More information about guided and independent learning is provided below.)

- The total qualification time for Higher National Certificate (HNC) = 1,200 hours.
- The total qualification time for Higher National Diploma (HND) = 2,400 hours.

Examples of activities that can contribute to TQT include:

- guided learning on campus and placement
- independent and unsupervised research and learning
- unsupervised creation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessments
- unsupervised coursework
- watching a recorded podcast or webinar, and
- unsupervised work-based learning.

Guided learning hours

These are the hours where a tutor is present to give specific guidance towards the learning aim being studied. Guided learning hours include lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. They also include supervised assessment activities such as invigilated exams, observed assessments and observed work-based practice.

- The total guided learning hours for Higher National Certificate (HNC) = 480 hours.
- The total guided learning hours for Higher National Diploma (HND) = 960 hours.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- a live webinar or telephone tutorial with a tutor
- live e-learning supervised by a tutor, and
- all forms of assessment guided or supervised at the time by a tutor or other education or training provider. This includes where the assessment is competence-based and turned into a learning opportunity.

Independent learning hours

These are the hours where a student is learning without the direct guidance of a member of Centre staff. They are critical to the student's ability to develop knowledge and skills, as well as providing them with the opportunity to develop key transferable skills such as self discipline, time management and self-motivation.

- The total independent learning hours for Higher National Certificate (HNC) = 720 hours.
- The total independent learning hours for Higher National Diploma (HND) = 1,440 hours.

Some examples of activities that can contribute to independent learning include:

- self-directed research and investigation
- reading set texts or other sources of information
- watching subject-related videos as part of investigation and research
- reviewing recordings of scheduled sessions or notes from those sessions
- peer activities, such as group meetings and online discussions, where students explore their learning together, and
- reviewing and recording thoughts on their own learning.

6.2 Programme structure

Programme structures specify:

- the total credit value of the qualification
- the minimum credit to be achieved at the level of the qualification
- the core units required
- the specialist units required
- the optional units available, and
- the maximum credit value in units that can be centre commissioned.

When combining units for our Pearson BTEC Higher National qualifications, it is up to the Centre to make sure the correct combinations are followed.

6.2.1 Work placement/experience requirements

‘Placement’ in the context of these qualifications refers only to counselling practice with clients. It does not include simulated practice or clinical skills, professional supervision, planning or reflection prior to and following client interactions.

Before students can work directly with clients on placement they must be assessed as being ready to make the transition from using their knowledge and skills in a simulated environment to a real clinical environment. Centres must have suitable and robust methods in place for ensuring that students are ready to interact with real clients.

The total qualification time for the **Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology** includes a minimum requirement of **100 hours’** work placement or experience in counselling settings.

The mandatory elements of work placement/experience at Level 4 are as follows:

Minimum number of placements	Types of setting	Minimum number of hours in each placement if more than one placement
One	Any counselling or counselling-related setting providing direct counselling services to clients	50

The TQT for the **Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology** includes a minimum requirement of **100 hours' work placement or experience at Level 4**, and **70 hours at Level 5** in counselling settings.

At Level 5, 35 hours must include counselling practice using pathway-specific counselling techniques.

The mandatory elements of work placement/experience at Level 5 are as follows:

Minimum number of placements	Types of setting	Minimum number of hours in each placement if more than one placement
One	Any counselling or counselling-related setting providing direct counselling services to clients	35

Examples of recommended settings for placements are found in *Appendix 1* in this specification.

Students can undertake placements in more than one setting, providing they meet the minimum requirement for types of setting as indicated above.

Students can undertake placements in more than the minimum requirement of different individual settings, providing they meet the minimum requirement for types of setting as indicated above.

Placement hours must be⁷:

- **carried out with genuine clients**, rather than peers/students from the course
- **carried out in an appropriate setting** with appropriate clients; counselling services are an ideal setting as they are likely to assess whether clients are suitable for students' level of competence
- **assessed** as an integral part of the training
- **delivered mostly face to face**. The remaining hours can be delivered online or via a combination of online and phone.

If some placement hours are accrued remotely, these must be with adults only and in an environment suitable for remote delivery. Students must not be required to undertake placement hours through private practice or with client groups that have not been pre-assessed as suitable, such as children and young people or those with complex mental health needs.

Where students will take part in online/telephone practice, there must be an explicit written tripartite contract or agreement between the Centre, placement provider and student that contains:

- Clear policy for homeworking if relevant
- Details of access to debrief sessions for students
- Methods students can use to raise concerns about their remote client work
- Procedure for technology failure during online or phone therapy client sessions
- Information about, and signposting to, additional support services and onward referral pathways that students can share with clients.

Professional supervision requirements on work placement/experience

Students are expected to be allocated a professional supervisor during their placement in each setting. The supervisor will contribute to their learning and progress.

Students must have the opportunity to take part in professional supervision during their work placement/experience, facilitated by an appropriately experienced professional supervisor. Professional supervision should not be carried out with those who also have responsibility for assessing students.

⁷ Association of Christian Counsellors, British Association for Counselling and Psychotherapy, British Psychoanalytic Council, Human Givens Institute, The National Counselling Society and UK Council for Psychotherapy (2022) *SCoPEd: A shared framework for the scope of practice and education for counselling and psychotherapy with adults* [Standards framework], Lutterworth: British Association for Counselling and Psychotherapy.

Students must have at least an average of 1.5 hours of professional supervision per month and a ratio of one hour's supervision to eight hours' counselling practice in the same mode of delivery as placement hours. Students are also recommended to see their professional supervisor fortnightly and to take part in group supervision sessions with peers and supervisors.

There is no requirement for students to undergo personal therapy. However, this should be discussed with students at an early stage in their training and consideration given to providing access to personal therapy if required/desired.

Centres should ensure professional supervision arrangements are in place and appropriate **before** students enter placements.

More details about professional supervision requirements can be found in *Section 5.1.1*.

6.2.2 Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology

- Requires 120 credits = 8 units, each with a value of 15 credits.
- Total qualification time = 1,200 hours.
- Total guided learning hours = 480 hours.
- Placement hours = 100 minimum.
- All units are at Level 4.

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology		Credit	Level
Level 4 units:			
Core Unit 1 <i>Mandatory</i>	Personal and Professional Development Through Inclusive Practice	15	4
Core Unit 2 <i>Mandatory</i>	Developing Empathic Communication for Effective Therapeutic Relationships	15	4
Core Unit 3 <i>Mandatory</i>	Preparing for Research (Pearson-set)	15	4
Core Unit 4 <i>Mandatory</i>	Ethical Frameworks in Counselling	15	4
Core Unit 5 <i>Mandatory</i>	Self-awareness and Reflective Practice in Counselling	15	4
Core Unit 6 <i>Mandatory</i>	Theoretical Perspectives in Counselling	15	4
Core Unit 7 <i>Mandatory</i>	Individual Differences	15	4
Core Unit 8 <i>Mandatory</i>	Digital Approaches in Caring Professions	15	4

6.2.3 Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology

- Requires 240 credits, of which 120 credits are at Level 5 (6 units) and 120 credits are at Level 4 (8 units).
- Mix of core, specialist and optional units totalling 240 credits.
 - Three core mandatory units, one specialist mandatory unit and three specialist or optional units.
- Only one specialist unit is permitted to be used as optional from any given specialist pathway.
- Total qualification time = 2,400 hours.
- Total guided learning hours = 960 hours.
- Placement hours = 170 hours minimum (100 hours at Level 4, and 70 hours at Level 5). At least 35 Level 5 hours must include counselling practice using pathway-specific counselling techniques.

6.2.3.1 Higher National Diploma in Counselling and Applied Psychology (Integrative)

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology		Credit	Level
Level 4 units:			
Core Unit 1 <i>Mandatory</i>	Personal and Professional Development Through Inclusive Practice	15	4
Core Unit 2 <i>Mandatory</i>	Developing Empathic Communication for Effective Therapeutic Relationships	15	4
Core Unit 3 <i>Mandatory</i>	Preparing for Research (Pearson-set)	15	4
Core Unit 4 <i>Mandatory</i>	Ethical Frameworks in Counselling	15	4
Core Unit 5 <i>Mandatory</i>	Self-awareness and Reflective Practice in Counselling	15	4
Core Unit 6 <i>Mandatory</i>	Theoretical Perspectives in Counselling	15	4
Core Unit 7 <i>Mandatory</i>	Individual Differences	15	4
Core Unit 8 <i>Mandatory</i>	Digital Approaches in Caring Professions	15	4
Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Integrative)		Credit	Level
Level 5 units:			
Core Unit 9 <i>Mandatory</i>	Counselling Skills Development and Practice ⁸	30	5
Core Unit 10 <i>Mandatory</i>	Working with Diverse Clients in Therapeutic Counselling	15	5
Core Unit 11 <i>Mandatory</i>	Risk and Assessment (Pearson-set)	30	5
Specialist Unit 17 <i>Mandatory</i>	Pluralistic Approaches to Counselling	15	5

⁸ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

Plus TWO units selected from the specialist and optional units given below.			
*Only ONE specialist unit can be selected.			
Specialist units			
Specialist Unit 12	Psychodynamic Approaches to Counselling	15	5
Specialist Unit 15	Cognitive Behavioural Approaches to Counselling	15	5
Specialist Unit 14	Gestalt Approaches to Counselling	15	5
Optional units			
Optional Unit 13	Person-centred Approaches to Counselling	15	5
Optional Unit 16	Comparative Theories and Approaches in Counselling	15	5
Optional Unit 18	Technology-mediated Therapy	15	5
Optional Unit 19	Counselling for Loss and Grief	15	5
Optional Unit 20	Working with Survivors of Abuse	15	5
Optional Unit 21	Counselling Young People	15	5
Optional Unit 22	Trauma-informed Therapy	15	5
Optional Unit 23	Counselling for Stress	15	5
Optional Unit 24	Global Perspectives on Mental Health	15	5
Optional Unit 25	Research Methods in Counselling	15	5
Optional Unit 26	Relationship Counselling	15	5
Optional Unit 27	Transactional Analysis	15	5
Optional Unit 28	Mental Health: Distress and Disorder⁹	15	5
Optional Unit 29	Supporting Clients Experiencing Addiction	15	5
Optional Unit 30	Workplace Counselling	15	5
Optional Unit 31	Self-care for the Counselling Practitioner	15	5
Optional Unit 32	Counselling-related Research	15	5

⁹ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

6.2.3.2 Higher National Diploma in Counselling and Applied Psychology (Psychodynamic)

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology		Credit	Level
Level 4 units:			
Core Unit 1 <i>Mandatory</i>	Personal and Professional Development Through Inclusive Practice	15	4
Core Unit 2 <i>Mandatory</i>	Developing Empathic Communication for Effective Therapeutic Relationships	15	4
Core Unit 3 <i>Mandatory</i>	Preparing for Research (Pearson-set)	15	4
Core Unit 4 <i>Mandatory</i>	Ethical Frameworks in Counselling	15	4
Core Unit 5 <i>Mandatory</i>	Self-awareness and Reflective Practice in Counselling	15	4
Core Unit 6 <i>Mandatory</i>	Theoretical Perspectives in Counselling	15	4
Core Unit 7 <i>Mandatory</i>	Individual Differences	15	4
Core Unit 8 <i>Mandatory</i>	Digital Approaches in Caring Professions	15	4
Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Psychodynamic)		Credit	Level
Level 5 units:			
Core Unit 9 <i>Mandatory</i>	Counselling Skills Development and Practice ¹⁰	30	5
Core Unit 10 <i>Mandatory</i>	Working with Diverse Clients in Therapeutic Counselling	15	5
Core Unit 11 <i>Mandatory</i>	Risk and Assessment (Pearson-set)	30	5
Specialist Unit 12 <i>Mandatory</i>	Psychodynamic Approaches to Counselling	15	5

¹⁰ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

Plus TWO units selected from the specialist and optional units given below.			
*Only ONE specialist unit can be selected.			
Specialist units			
Specialist Unit 17	Pluralistic Approaches to Counselling	15	5
Specialist Unit 15	Cognitive Behavioural Approaches to Counselling	15	5
Specialist Unit 14	Gestalt Approaches to Counselling	15	5
Optional units			
Optional Unit 13	Person-centred Approaches to Counselling	15	5
Optional Unit 16	Comparative Theories and Approaches in Counselling	15	5
Optional Unit 18	Technology-mediated Therapy	15	5
Optional Unit 19	Counselling for Loss and Grief	15	5
Optional Unit 20	Working with Survivors of Abuse	15	5
Optional Unit 21	Counselling Young People	15	5
Optional Unit 22	Trauma-informed Therapy	15	5
Optional Unit 23	Counselling for Stress	15	5
Optional Unit 24	Global Perspectives on Mental Health	15	5
Optional Unit 25	Research Methods in Counselling	15	5
Optional Unit 26	Relationship Counselling	15	5
Optional Unit 27	Transactional Analysis	15	5
Optional Unit 28	Mental Health: Distress and Disorder¹¹	15	5
Optional Unit 29	Supporting Clients Experiencing Addiction	15	5
Optional Unit 30	Workplace Counselling	15	5
Optional Unit 31	Self-care for the Counselling Practitioner	15	5
Optional Unit 32	Counselling-related Research	15	5

¹¹ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

6.2.3.3 Higher National Diploma in Counselling and Applied Psychology (Cognitive Behavioural)

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology		Credit	Level
Level 4 units:			
Core Unit 1 <i>Mandatory</i>	Personal and Professional Development Through Inclusive Practice	15	4
Core Unit 2 <i>Mandatory</i>	Developing Empathic Communication for Effective Therapeutic Relationships	15	4
Core Unit 3 <i>Mandatory</i>	Preparing for Research (Pearson-set)	15	4
Core Unit 4 <i>Mandatory</i>	Ethical Frameworks in Counselling	15	4
Core Unit 5 <i>Mandatory</i>	Self-awareness and Reflective Practice in Counselling	15	4
Core Unit 6 <i>Mandatory</i>	Theoretical Perspectives in Counselling	15	4
Core Unit 7 <i>Mandatory</i>	Individual Differences	15	4
Core Unit 8 <i>Mandatory</i>	Digital Approaches in Caring Professions	15	4
Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Cognitive Behavioural)		Credit	Level
Level 5 units:			
Core Unit 9 <i>Mandatory</i>	Counselling Skills Development and Practice ¹²	30	5
Core Unit 10 <i>Mandatory</i>	Working with Diverse Clients in Therapeutic Counselling	15	5
Core Unit 11 <i>Mandatory</i>	Risk and Assessment (Pearson-set)	30	5
Specialist Unit 15 <i>Mandatory</i>	Cognitive Behavioural Approaches to Counselling	15	5

¹² Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

Plus TWO units selected from the specialist and optional units given below.			
*Only ONE specialist unit can be selected.			
Specialist units			
Specialist Unit 17	Pluralistic Approaches to Counselling	15	5
Specialist Unit 12	Psychodynamic Approaches to Counselling	15	5
Specialist Unit 14	Gestalt Approaches to Counselling	15	5
Optional units			
Optional Unit 13	Person-centred Approaches to Counselling	15	5
Optional Unit 16	Comparative Theories and Approaches in Counselling	15	5
Optional Unit 18	Technology-mediated Therapy	15	5
Optional Unit 19	Counselling for Loss and Grief	15	5
Optional Unit 20	Working with Survivors of Abuse	15	5
Optional Unit 21	Counselling Young People	15	5
Optional Unit 22	Trauma-informed Therapy	15	5
Optional Unit 23	Counselling for Stress	15	5
Optional Unit 24	Global Perspectives on Mental Health	15	5
Optional Unit 25	Research Methods in Counselling	15	5
Optional Unit 26	Relationship Counselling	15	5
Optional Unit 27	Transactional Analysis	15	5
Optional Unit 28	Mental Health: Distress and Disorder¹³	15	5
Optional Unit 29	Supporting Clients Experiencing Addiction	15	5
Optional Unit 30	Workplace Counselling	15	5
Optional Unit 31	Self-care for the Counselling Practitioner	15	5
Optional Unit 32	Counselling-related Research	15	5

¹³ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

6.2.3.4 Higher National Diploma in Counselling and Applied Psychology (Humanistic)

Pearson BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology		Credit	Level
Level 4 units:			
Core Unit 1 <i>Mandatory</i>	Personal and Professional Development Through Inclusive Practice	15	4
Core Unit 2 <i>Mandatory</i>	Developing Empathic Communication for Effective Therapeutic Relationships	15	4
Core Unit 3 <i>Mandatory</i>	Preparing for Research (Pearson-set)	15	4
Core Unit 4 <i>Mandatory</i>	Ethical Frameworks in Counselling	15	4
Core Unit 5 <i>Mandatory</i>	Self-awareness and Reflective Practice in Counselling	15	4
Core Unit 6 <i>Mandatory</i>	Theoretical Perspectives in Counselling	15	4
Core Unit 7 <i>Mandatory</i>	Individual Differences	15	4
Core Unit 8 <i>Mandatory</i>	Digital Approaches in Caring Professions	15	4
Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology (Humanistic)		Credit	Level
Level 5 units:			
Core Unit 9 <i>Mandatory</i>	Counselling Skills Development and Practice ¹⁴	30	5
Core Unit 10 <i>Mandatory</i>	Working with Diverse Clients in Therapeutic Counselling	15	5
Core Unit 11 <i>Mandatory</i>	Risk and Assessment (Pearson-set)	30	5
Specialist Unit 14 <i>Mandatory</i>	Gestalt Approaches to Counselling	15	5

¹⁴ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

Plus TWO units selected from the specialist and optional units given below.			
*Only ONE specialist unit can be selected.			
Specialist units			
Specialist Unit 17	Pluralistic Approaches to Counselling	15	5
Specialist Unit 12	Psychodynamic Approaches to Counselling	15	5
Specialist Unit 15	Cognitive Behavioural Approaches to Counselling	15	5
Optional units			
Optional Unit 13	Person-centred Approaches to Counselling	15	5
Optional Unit 16	Comparative Theories and Approaches in Counselling	15	5
Optional Unit 18	Technology-mediated Therapy	15	5
Optional Unit 19	Counselling for Loss and Grief	15	5
Optional Unit 20	Working with Survivors of Abuse	15	5
Optional Unit 21	Counselling Young People	15	5
Optional Unit 22	Trauma-informed Therapy	15	5
Optional Unit 23	Counselling for Stress	15	5
Optional Unit 24	Global Perspectives on Mental Health	15	5
Optional Unit 25	Research Methods in Counselling	15	5
Optional Unit 26	Relationship Counselling	15	5
Optional Unit 27	Transactional Analysis	15	5
Optional Unit 28	Mental Health: Distress and Disorder¹⁵	15	5
Optional Unit 29	Supporting Clients Experiencing Addiction	15	5
Optional Unit 30	Workplace Counselling	15	5
Optional Unit 31	Self-care for the Counselling Practitioner	15	5
Optional Unit 32	Counselling-related Research	15	5

¹⁵ Unit 9 Counselling Skills Development and Practice must be completed prior to commencing Unit 28 Mental Health: Distress and Disorder.

6.2.4 Meeting local needs

When developing our Pearson BTEC Higher National qualifications, we consulted Centres, employers and professional organisations. We designed the units to meet the skill needs of the sector and to cover the full range of employment opportunities it offers. You should make full use of the choices available to you within the specialist pathways to meet the needs of your students and local skills and training needs.

If you find the units that we offer do not meet a certain need, you can apply to import units from other RQF Pearson BTEC Higher National qualifications through the Meeting Local Needs (MLN) process. You will need to justify your reasons for using these other units from other RQF Pearson BTEC Higher National specifications. Your application must be in before 31 January of the calendar year in which you want to use the units. For more information please visit: <http://qualifications.pearson.com> or contact your Pearson regional contact.

There are some restrictions on importing units from other RQF Pearson BTEC Higher National qualifications.

- For the RQF Pearson BTEC HNC qualification, you cannot import units worth more than 30 credits.
- For the RQF Pearson BTEC HND qualification, you cannot import units worth more than 60 credits (30 at Level 4 and 30 at Level 5).
- You cannot use MLN units to replace compulsory units in any qualification.
- You must still follow the qualification's rules of combination.

The table below shows the maximum number of credits you can import by pathway for our Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology.

Qualification	Pathway	Import at Level 4	Import at Level 5
BTEC Level 4 Higher National Certificate in Counselling and Applied Psychology	-	-	-
Pearson BTEC Level 5 Higher National Diploma in Counselling and Applied Psychology	Integrative	-	30 credits
	Psychodynamic	-	30 credits
	Cognitive Behavioural	-	30 credits
	Humanistic	-	30 credits

6.2.5 Commissioning new units for Pearson BTEC Higher Nationals

If MLN does not provide enough flexibility in terms of qualification structure, you can ask us to develop new units to meet your needs. You will need to fill in an application form explaining the reasons for your request. You must apply a full year ahead of the year in which you want to deliver the new unit.

If we agree to your application, we will develop the new unit in consultation with you.

We would be pleased to discuss your ideas for commissioning new units. For more information please see the 'Custom Designed Higher Nationals' on our website at <http://qualifications.pearson.com>.

Pearson-set units

Pearson-set units form part of the core units. Each year, Pearson will decide on a theme and (for Level 4) a set of topics related to that theme. At Level 5, students must work with their tutors to define their own topic related to the theme.

It is a formal requirement that you must:

- apply the theme to Level 4 and Level 5 units and select a topic at Level 4, and
- develop an assignment, to be internally assessed, to involve students in work related to the theme.

Example

Theme: 'Valuing and promoting diversity, difference and inclusion'.

Level 4 topics:

- inclusive approaches to improving the experience of clients from diverse groups
- the value of diversity, equity and inclusion in developing effective leadership in counselling settings
- providing client-centred care that embraces diverse, equitable and inclusive approaches
- access inequalities: addressing discrimination and disadvantage in counselling provision and the impact on mental health outcomes for marginalised groups.

You will find full support in the *Pearson-set Assignment Guidance* for the units and the theme and topic release documentation, which will be provided for each level. These documents can be found on HN Global at <https://hnglobal.highernationals.com/>.

The Pearson-set unit provides a common framework for Centres to develop work that will allow us to:

- compare information across the sector and
- identify and share best practice in higher education teaching and learning.

We will share the best practice results with all Centres.

For more information about assessing Pearson-set units, please see *Section 7*.

6.4 Unit descriptor example

The unit descriptor is how we define the individual units of study that make up a Higher National qualification. Students will complete the units included in the programme you offer at your Centre.

You can use any of the unit descriptors listed in *Section 11*. We have described each part of the unit as follows.

Unit title	A general statement of what the unit will cover.
Unit code	The Ofqual unit code.
Unit type	<p>There are three-unit types.</p> <ul style="list-style-type: none">• Core (mandatory to all pathways)• Specialist (mandatory to specific pathways)• Optional (available to most pathways)
Unit level	All our Pearson BTEC Higher National units are at Levels 4 or 5.
Credit value	<p>The credit value relates to the total qualification time (TQT) and unit learning hours (ULH). It is easy to calculate:</p> <ul style="list-style-type: none">• 1 credit = 10 ULH, so• 15 credits = 150 ULH. <p>To complete a Higher National Certificate or Diploma, students must achieve all of the credits required.</p>
Introduction	<p>Some general notes on the unit:</p> <ul style="list-style-type: none">• setting the scene• stating the purpose and• outlining the topics and skills gained through the unit.
Learning Outcomes	These clearly explain what students will be able to do after completing the unit. There are usually four Learning Outcomes for each unit.

Essential Content

This section covers the content that students can expect to study as they work towards achieving their Learning Outcomes.

Learning Outcomes and Assessment Criteria

Tutors can refer to this table when grading assignments. The table connects the unit's Learning Outcomes with the student's work. Assignments can be graded at 'Pass' (P), 'Merit' (M) and 'Distinction' (D), depending on the quality of the student's work.

This section of the descriptor also includes suggested teaching, learning and assessment methods that could be used.

Recommended Resources

This lists the resources that students should use to support their study for the unit. It includes books, journals and journal articles and online material. The programme tutor may also suggest resources, particularly for local information.

Web resources – referencing

Some units have web resources as part of their recommended resources list. Hyperlinking to these resources directly can cause problems, as their locations and addresses may change. To avoid this problem, students and tutors should reference web resources as follows.

[1] A link to the main page of the website

[2] The title of the site

[3] The section of the website where the resource can be found

[4] The type of resource it is, for example:

- research
- general reference
- tutorials
- training
- e-books
- report
- wiki
- article
- datasets
- development tool
- discussion forum
- etc.

Example

Web

[1] www.bacp.co.uk/

[2] BACP

[3] Journal

[4] Periodical article

7 Assessment

Pearson BTEC Higher Nationals are assessed using a combination of:

- Centre-developed internal assignments that are set and assessed by Centres and
- Pearson-set assignments, which are set by Centres in line with our guidelines and graded by Centres.

Pearson-set units are mandatory and target particular industry-specific skills. The number and value of these units depend on qualification size.

- For the HNC, Centres will assess one compulsory Pearson-set unit targeted at particular skills. This is a Level 4 core unit carrying 15 credits.
- For the HND, Centres will assess two compulsory Pearson-set units targeted at particular skills:
 - one Level 4 core unit carrying 15 credits and
 - one Level 5 core unit carrying 15 credits.

All other units are assessed through internal assignments set by the Centre.

7.1 Principles of internal assessment

This section summarises the main features of internal assessment and explains how you can offer it effectively. Full details are given in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available on the enhanced quality assurance section of our website at:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. All your assessment team will need to refer to this document.

For Pearson BTEC Higher Nationals, you must meet the expectations of stakeholders and the needs of students by providing a programme that is practical and applied. You can tailor programmes to meet local needs and should use links with local employers and the wider therapeutic sector.

Effective internal assessment is challenging, engaging, practical and up to date. It must also be fair to all students and meet national standards.

7.1.1 Assessment through assignments

For internally assessed units, assessment takes the form of an assignment carried out after the unit (or part of the unit if several assignments are used) has been delivered. An assignment may take a variety of forms, including practical and written. It is a distinct activity completed independently by students (alone or in a team). It is separate from teaching, practice, exploration and other activities that students complete with direction from tutors.

Students should receive each assignment as an Assignment Brief with a hand-out date, a completion date and clear requirements for the evidence they must provide. There may also be specific practical activities, which the student must complete under tutor observation as part of the assignment. Assignments can be divided into separate parts and may require several forms of evidence. A valid assignment will enable a clear and formal assessment grade based on the assessment criteria.

7.1.2 Using unit-based criteria

You must base your assessment decisions for Pearson BTEC Higher Nationals on the specific criteria we have provided for each unit and grade level. We have based these criteria on a framework to make sure that standards are consistent in the qualification and across the whole range of qualifications. We have developed each unit to assess the student's understanding, practical skills and the vocational qualities necessary for the qualification.

The assessment criteria for a unit are based on a hierarchy. For example, if a Merit criterion requires the student to show 'analysis' and the related Pass criterion requires the student to 'explain', then to gain a Merit the student will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the student's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a student has completed all the assessments for a unit, the assessment team can give a grade for the unit. This grade is based on the highest level the student is judged to have met for all the criteria.

- To achieve a Pass, a student must have met all the Pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content and achieved Level 4 or 5 of the national framework.
- To achieve a Merit, a student must have met all the Merit criteria (and the Pass criteria) through high performance in each Learning Outcome.
- To achieve a Distinction, a student must have met all the Distinction criteria (and the Pass and Merit criteria), demonstrating outstanding performance across the whole unit.

A Pass cannot be awarded just because the student has completed all the assignments. Students must meet all of the Pass criteria. If they do not, their grade should be reported as 'unclassified'.

7.1.3 Assessment of placement learning and placement hours

Before students can work directly with clients on placement, they must be assessed as being ready to make the transition from using their knowledge and skills in a simulated skills environment to using them in a real clinical environment. Centres must have suitable and robust methods in place for ensuring that students are ready to interact with clients.

Many of the Learning Outcomes in these qualifications must be assessed through mandatory placements. Centres must ensure that they assess placement competency through a recognised method; for example, a practice learning and development portfolio. Pearson does not specify the format the portfolio should take; however, it must enable students to reflect on their counselling practice and development. The use of reflective placement logs is strongly recommended to ensure students can meet all Learning Outcomes and assessment criteria.

Records of students' placement attendance and placement hours completed must be kept and made available to Assessment Boards. Assessment Boards **must** confirm that the required placement hours have been completed before certification can take place.

7.1.4 The assessment team

You will need an effective team for internal assessment. There are three key roles involved, each with different responsibilities. These roles are listed below.

- The **Programme Leader** is responsible for the programme, its assessment and internal monitoring to meet our requirements. They must register with us each year. They are also responsible for:
 - overseeing appropriate admissions to the programme
 - record keeping
 - liaising with the standards verifier
 - acting as an assessor
 - supporting the rest of the assessment team
 - making sure that the team has the information it needs about our assessment requirements
 - organising training
 - using our guidance and support materials.
- **Internal Verifiers** oversee all assessment activity with the Programme Leader. They check that assignments and assessment decisions are valid and meet our requirements. All Internal Verifiers will follow the same standards and procedures as instructed by your Programme Leader. Internal Verifiers are usually also Assessors, but they do not verify their own assessments.

- **Assessors** set assignments or use assignments to assess students to national standards. Before taking any assessment decisions, they are trained by the Programme Leader to all work to the same standards and procedures. They also work with the Programme Leader and Internal Verifiers to make sure the assessment is planned and carried out in line with our requirements.
- Our **External Examiner** will sample student work across your Assessors. They will also want to see evidence of how you have verified assignments and will assess your decisions.

It is also recommended that Centres have a placement coordinator who has responsibility for working with placement providers (see next section).

Full information is provided in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the enhanced quality assurance section of our website: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.1.4.1 Work placement/experience co-ordinator

This qualification includes mandatory placements at both Level 4 and Level 5. A placement coordinator can be a useful role for the programme team to implement.

Placement coordinators:

- are responsible for liaising with students' placement providers to ensure the placement provides a quality learning experience
- will ensure that placement supervisors have the relevant information about the student's qualification, Learning Outcomes and assessment so that they can support the student in practice
- will ensure that the placement provider and supervisors meet the professional and ethical standards laid down by professional bodies and regulators where appropriate.

7.1.5 Effective organisation

Internal assessment needs to be well organised so that you can track student progress and so that we can make sure your assessments are in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that all your students can complete their assignments on time.

When developing an overall plan for delivering and assessing your programme, you will need to consider:

- the order in which you deliver units
- whether delivery will take place over short or long periods of time
- when assessment can take place

- location of placement time within the year calendar
- assessment of experiential practice learning and placement hours completed or outstanding.

It is essential that Centres have a system for tracking placement hours and reporting accurate information on hours completed to the Assessment Boards.

We support you in this through:

- assessment and feedback guidance documents available on HN Global
- training materials and sample templates for curriculum planning.

Please see also BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment, available in the 'Enhanced quality assurance' section of our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.1.6 Preparing students

You need to make sure that your students understand their responsibilities for assessment and the Centre's arrangements. From induction onwards, you will want to make sure that students are motivated to work consistently and independently to achieve their qualifications. They need to understand:

- how assignments are used
- the importance of meeting assignment submission deadlines
- that all the work submitted for assessment must be their own
- the placement requirements and assessment of experiential learning and practice.

To support them, you should provide a guide that explains:

- how you use assignments for assessment
- how assignments relate to the teaching programme
- how to use and reference source materials, including how to avoid plagiarism
- your Centre's approach to assessments (for example, how students must submit assignments, what happens if they submit late work, and how they can request an extended deadline in special circumstances) and
- placements, experiential learning and assessment.

7.2 Making valid assessment decisions

7.2.1 Authentic student work

An Assessor must assess only student work that is authentic – in other words, the student's own independent work. Where group assessment is undertaken, the individual student's contribution must be assessed.

Students must sign a declaration for each assessment to confirm that it is their own work. This declaration must confirm that:

- any evidence submitted for the assignment is the student's own
- the student understands that if this is not the case, they may face penalties for malpractice.

Assessors must make sure that evidence is authentic by setting valid assignments and supervising students during the assessment period. Assessors must also take care not to provide direct input, instructions or specific feedback that may influence the student's work and final grade.

You can use Pearson templates or your own templates to document authentication.

If your Assessor suspects that a student's evidence is not authentic, they must take action in line with our policies for malpractice. (See *Section 5.7* for more information.)

7.2.2 Making assessment decisions using criteria

Assessors must use our criteria to make assessment decisions. They can judge the evidence from a student using all the relevant criteria at the same time, but they must be satisfied that there is enough detailed evidence for each criterion required. For example, including a concluding section may not be enough evidence to meet the criterion requiring 'evaluation'.

Assessors should use the information and support available to help them reach their decisions. This includes:

- examples of moderated assessed work
- Programme Leader's and assessment team's experience.

7.2.3 Dealing with late assignments

For assessment to be fair, it is important that students are all assessed in the same way and that some students are not given an advantage by having extra time or the opportunity to learn from others. You should develop and publish your own regulations on late assignments and circumstances where you may agree to an extension.

Students must understand your policy on completing assignments by the deadlines you give them. You may agree to extend a deadline for a genuine reason, such as illness in line with your Centre policies (see also *Section 5.6 Administrative arrangements for internal assessment*).

You can apply a penalty to assignments that are submitted late. To do this, you should:

- assess the assignment normally
- apply the penalty or cap to the grade awarded

- tell the student their uncapped grade to recognise the learning they have achieved and provide genuine assessment feedback
- record both the uncapped and capped grades and
- have both grades verified by a suitable Assessment Board, taking into account any genuine reasons for the assignment being late.

Please see also BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment, which can be found on our website:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.2.4 Dealing with breaches of confidentiality and unsafe practice

Students are inexperienced practitioners and may inadvertently disclose confidential information or display/describe concerning behaviours in assessments. However, confidentiality and ethical, safe practice are themes present throughout the qualification units. Disclosures of confidential information in descriptions of actual or theoretical practice carried out by the student are not acceptable in assessments. Centres are expected to have robust policies and procedures in place to deal with breaches.

Students may also rarely witness unsafe practice and breaches of confidentiality while on placement. Again, Centres should have processes in place for learners to refer to.

7.2.4.1 Breaches of confidentiality in assessments

Students are expected to remove all client, colleague and placement identifiable information from their portfolios and any work they submit for formative or summative assessment of placement or course work. This includes, but is not limited to:

- client, work colleague/supervisor and placement provider names
- dates of birth
- numbers applied to client records by the placement organisation
- client and placement provider addresses and other contact details
- appointment dates and times.

It should be made clear to students what the consequences are for their unit grade if they breach confidentiality. This should be made clear in both assessment briefs and in the Centre's assessment regulations.

7.2.4.2 Unsafe practice in assessments

Students may write or present information about counselling and care practice that would be detrimental to the welfare of the client were it actually carried out, or was carried out. Tutors have a professional duty to highlight unsafe practice to students.

It should be made clear to students what the consequences are for their unit grade if they include unsafe practice in a summative assessment. This should be made clear in both assessment briefs and in the Centre's assessment regulations.

7.2.4.3 Students witnessing breaches of confidentiality or unsafe practice

Where a student views, witnesses or hears about unsafe practice carried out by a placement practitioner or organisation, they have a professional duty to take action. In the first instance they may feel able to discuss the practice with the practitioner or placement manager. However, this is often a difficult conversation for a student, and it is often easier to discuss their observations during professional supervision, or with their tutor, Programme Leader or other professional either at the Centre or placement.

Reporting unsafe practice or a confidentiality breach can be done via the Centre's or placement's whistleblowing policy. However, a preliminary discussion during professional supervision or with their tutor is often the best course of action as professional supervisors and tutors will be experienced counselling professionals who may be better placed to discuss what has been observed with both the student and the placement provider if necessary.

7.2.5 Providing assessment decisions and feedback

Once your assessment team has completed the assessment process for an assignment, they will provide a formal assessment decision. This should be recorded formally and reported to the student. The information given to the student:

- must show the formal decision and how it has been reached, including how assessment criteria have been met
- may show why they have not demonstrated achievement against assessment criteria
- must not provide feedback on how to improve evidence
- may provide feedback on how to improve in the future.

7.2.6 The opportunity to resubmit an assignment

If a student's assignment does not pass after the first assessment, they must have the opportunity to resubmit the assignment for reassessment.

- Students can have the assignment reassessed once only.
- If coursework, project- or portfolio-based assignments need to be reassessed, this will usually involve carrying out the original activity again.
- For examinations, reassessment will involve completing a new activity.
- The grade for a reassessed assignment will be capped at a Pass.
- Assignments already graded at a Pass or higher cannot be reassessed.

7.2.7 Repeat units

If a student fails to achieve a Pass for a unit following reassessment, your Assessment Board may agree that they can repeat the unit. In this case:

- the student must pay the unit fee and study the unit again, with full attendance
- the grade for the unit (if successfully completed) will be capped at a Pass.

Students can repeat a unit once only.

7.2.8 Assessment Boards

It is a formal Pearson requirement that Centres must have an Assessment Board for all your Pearson BTEC Higher National programmes. The main purpose of an Assessment Board is to make recommendations on:

- the grades achieved by students in the units
- extenuating circumstances
- cases of cheating and plagiarism
- students progressing to the next stage or level of the programme
- the awards to be made to students
- students resubmitting assignments and repeating units
- recording that mandatory minimum placement hours have been met.

Assessment Boards may also monitor academic standards. The main board meetings normally take place at the end of the session, but if your Centre operates on a semester system there may be meetings at the end of the first semester. There may also be separate meetings to deal with referrals.

If you do not have an Assessment Board, our external examiner will discuss this with your quality nominee and Programme Leader. Assessment Board reports and minutes provide valuable evidence of your quality assurance processes.

7.3 Planning and record keeping

For internal processes to be effective, your assessment team needs to be well organised and keep effective records. We will work closely with you to make sure you are meeting national standards. This process gives stakeholders confidence in your assessment approach.

Your Programme Leader must have an assessment plan, produced as a spreadsheet. This plan should include:

- the time required to train the assessment team and make sure they are working to the same standards and procedures

- the time available for teaching, placements and carrying out assessments, including when students may complete assessments, attend placements and when quality assurance will take place
- the completion dates for different assignments
- who is acting as Internal Verifier for each assignment and the date by which the assignment needs to be verified
- a procedure for Internal Verifiers to sample Assessors' decisions that covers all assignments, Assessors and a range of students
- a process to assess and verify students' work so that they receive formal decisions quickly
- a system for scheduling resubmissions.

The Programme Leader must also keep records of all assessments carried out. The key records are:

- checking of Assignment Briefs
- student declarations
- Assessor decisions on assignments, with feedback given to students
- confirmation of assessment decisions
- placements and placement hours completed.

Examples of records and more information are available in the *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available on the 'Enhanced quality assurance' section of our website at:

<https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>.

7.4 Calculating the final qualification grade

Unit and qualification grades must adhere to the requirements below.

7.4.1 Conditions for the award

Conditions for awarding our HNC

To achieve our Pearson BTEC Level 4 Higher National Certificate qualification, a student must have:

- completed units equivalent to 120 credits at Level 4
- achieved at least a Pass in 105 credits at Level 4
- completed at least 100 placement hours.

Conditions for awarding our HND

To achieve our Pearson BTEC Level 5 Higher National Diploma qualification, a student must have:

- completed units equivalent to 120 credits at Level 5
- achieved at least a Pass in 105 credits at Level 5
- completed units equivalent to 120 credits at Level 4
- achieved at least a Pass in 105 credits at Level 4 and
- completed at least 170 placement hours (at least 100 hours at Level 4 and at least 70 hours at Level 5). At least 35 Level 5 hours must include counselling practice using pathway-specific counselling techniques.

7.4.2 Compensation

Compensation for the HNC

- Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units can still be awarded an HNC as long as they have completed and passed the remaining units. However, if compensation is used at Level 4, BACP requirements will *not* be met. Compensation should be used as a last resort.

Compensation for the HND

- Students who have attempted but not achieved a Pass in one of their Level 4 15-credit units and one of their Level 5 15-credit units can still be awarded an HND as long as they have completed and passed the remaining units at both levels as per rules of combination of the required qualification. However, if compensation is used at Level 4, BACP requirements will *not* be met. Compensation should be used as a last resort.

7.4.3 Calculating the overall qualification grade

A student's overall qualification grade is based on their performance in all units. They are awarded a Pass, Merit or Distinction using the points gained through all 120 credits at Level 4 for the HNC or Level 5 for the HND. The overall qualification grade is calculated in the same way for the HNC and the HND. For the HND, the overall qualification grade is based on student performance in Level 5 units only.

Students must have attempted all units in a valid combination for each qualification. The conditions of award and compensation arrangements will apply as explained above. If a student has been granted compensation for a unit attempted but not achieved, that unit will appear as unclassified (a 'U' grade) on the notification of performance provided with their certificate.

Points per credit

Grade	Points
Pass	4
Merit	6
Distinction	8

Point boundaries

Grade	Points boundaries
Pass	420–599
Merit	600–839
Distinction	840 +

7.4.4 Modelled student outcomes

Pearson BTEC Level 4 Higher National Certificate

				Student 1		Student 2		Student 3		Student 4		Student 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	4	P	60	P	60	P	60	D	120	D	120
Core 2	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 3	15	4	4	P	60	P	60	P	60	D	120	M	90
Core 4	15	4	4	P	60	P	60	M	90	M	90	M	90
Core 5	15	4	6	M	90	P	60	M	90	M	90	M	90
Core 6	15	4	6	M	90	P	60	M	90	M	90	M	90
Opt 1	15	4	6	M	90	M	90	D	120	D	120	D	120
Opt 2	15	4	6	M	90	M	90	D	120	D	120	D	120
Total	120				600		540		690		870		810
Grade					M		P		M		D		M

Opt = optional unit

The table above is provided as a general example of using unit grades to calculate qualification grades. It does not reflect the specifics of this qualification.

Pearson BTEC Level 5 Higher National Diploma

				Student 1		Student 2		Student 3		Student 4		Student 5	
	Credits	Level	Grade point	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points	Grade	Unit points
Core 1	15	4	0	P	0	P	0	P	0	D	0	P	0
Core 2	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 3	15	4	0	P	0	P	0	P	0	D	0	M	0
Core 4	15	4	0	P	0	P	0	M	0	M	0	M	0
Core 5	15	4	0	M	0	P	0	M	0	M	0	P	0
Core 6	15	4	0	M	0	P	0	M	0	D	0	U	0
Opt 1	15	4	0	M	0	P	0	D	0	D	0	D	0
Opt 2	15	4	0	M	0	P	0	D	0	D	0	D	0
Core 7	30	5	6	M	180	M	180	M	180	P	120	D	240
Core 8	15	5	6	M	90	M	90	M	90	P	60	D	120
Opt 3	15	5	6	M	90	M	90	D	120	P	60	D	120
Opt 4	15	5	6	M	90	P	60	D	120	P	60	D	120
Opt 5	15	5	6	M	90	P	60	D	120	M	90	M	90
Opt 6	15	5	6	M	90	P	60	M	90	M	90	P	60
Opt 7	15	5	6	M	90	P	60	M	90	M	90	M	90
Total	240				720		600		810		570		840
Grade					M		M		M		P		D

Opt = optional unit

The table above is provided as a general example of using unit grades to calculate qualification grades. It does not reflect the specifics of this qualification.

8 Quality assurance

The Quality Assurance system for all Pearson BTEC Higher National programmes is linked to Level 4 and Level 5 of the Quality Assurance Agency (QAA) Frameworks for Higher Education Qualifications (FHEQ). This means that Centres have effective quality assurance processes to review their programme delivery. It also means that assessment grades must be in line with national standards.

The quality assurance process for Centres offering our Pearson BTEC Higher National programmes has five main features:

1. The approval process
2. Monitoring internal systems
3. Independent review of assessments
4. Annual programme monitoring report
5. Annual student survey.

8.1 The approval process

If you want to deliver our programmes at your Centre, you must apply first through the existing Centre approval process and then through the programme approval process. We can consider your application by:

- carrying out a desk-based review or
- visiting your Centre.

Pearson Assessors may also wish to visit and engage with placement providers.

You will need to provide evidence that your Centre:

- has the human and physical resources needed to deliver and assess the programme effectively
- understands the rules of independent assessment and agrees to follow them
- has a strong internal assessment system supported by 'fit for purpose' assessment documentation
- has a system to internally verify assessment decisions so that they are consistent across all Assessors and sites and
- has agreements in place with relevant placement providers.

Your application must be supported by the Head of the Centre (your principal or chief executive). It must include a declaration that you will operate the programmes strictly and in line with our requirements.

If your Centre is already approved and you want to renew approval, you may be able to use our automatic approval process.

We may withdraw qualification or Centre approval if we believe you can no longer quality assure your programme delivery or assessment standards.

You may find the checklist in *Appendix 6* helpful to ensure you meet our qualification-specific requirements.

8.1.1 Centre and qualification approval

As part of the approval process, your Centre must meet the conditions listed below before offering the qualification.

- You must have suitable physical resources (for example, equipment, IT, learning materials, teaching rooms) to support delivery and assessment of the qualifications.
- You must provide the specific resources required for individual units.
- You must ensure the quality of placements used. See *Section 5.1.1*.
- Staff involved in the assessment process must have relevant skills or experience. See *Section 5.1.2*.
- You must have systems to provide continuing professional development for staff delivering the qualification.
- You must have suitable Health and Safety policies for students and staff using equipment and accessing clients and resources while on placement. See *Section 5.1.1*.
- You must deliver the qualification in line with current equality legislation.

In this way, we can provide qualifications that meet the needs and expectations of students worldwide.

8.2 Monitoring internal systems

You will need to demonstrate that you continue to meet our Centre approval criteria over time and across all Higher National programmes. This involves providing evidence to our external examiners for review.

Our external examiners will check that:

- your systems and the way you use them remain suitable for supporting the programmes
- you apply student registration and appeals policies consistently
- you have effective internal examination and standardisation processes.

In some cases, you may present evidence of your operation within a recognised code of practice such as that of the Quality Assurance Agency for Higher Education. However, we may still want to confirm independently that these arrangements are operating to our standards.

If our examiners identify problems with your internal systems, we will take steps to help you correct them.

8.3 Independent review of assessments

The external examiner will review your internal assessments for all Pearson BTEC Higher National programmes benchmarked to Levels 4 and 5 of the Quality Assurance Agency (QAA) Frameworks for Higher Education Qualifications. They will either:

- confirm that your internal assessments meet national standards and allow certification
- provide actions to improve the quality of your assessments before allowing certification.

8.4 Annual programme monitoring report (APMR)

This annual review form gives you the opportunity to analyse and reflect on the most recent teaching year. It also provides us with information to help us improve the quality assurance of the Pearson BTEC Higher National programmes. An overview report is produced to outline the findings of the APMR each year. You can access it at: <https://monitoring-report.highernationals.com/>.

8.5 Annual student survey

Pearson will conduct an annual survey of Pearson BTEC Higher National students. This provides us with a snapshot of every Higher National student's experience as part of the quality assurance process. Each Centre with enough students taking part in the survey will get its own report about their results. You can access the report via HN Global at: <http://hnglobal.highernationals.com>.

8.6 Continuing quality assurance and standards verification

Each year we update our *BTEC Higher Nationals Centre Guide to Quality Assurance and Assessment*, available in the 'Enhanced quality assurance' section of our website at: <https://qualifications.pearson.com/en/qualifications/btec-higher-nationals/about/quality-assurance-process.html>. The guide contains detailed guidance on the quality processes you should follow.

Our key principles of quality assurance

- A Centre delivering Pearson BTEC Higher National programmes must be approved by us and must have our approval for the programmes or groups of programmes it is delivering.
- As part of gaining our approval, the Centre agrees to always follow our terms and conditions for delivering programmes effectively and for assessment quality assurance.

- We provide approved Centres with a range of materials and opportunities for reviewing internal materials through our assessment-checking service. This service demonstrates the processes required for effective assessment and provides examples of effective standards. You must use these materials and services to make sure that all staff delivering Pearson BTEC Higher National qualifications keep up to date with the guidance on assessment.
- You must follow agreed processes for:
 - making sure that Assessors and verifiers all work to the same standards and procedures
 - planning, monitoring and recording assessment processes
 - dealing with special circumstances, appeals and malpractice.
- We will work in partnership with you to help you achieve quality-assured assessment.
- We will help you follow best practice and use suitable technology to support quality assurance processes.
- We will try to make sure our quality assurance processes do not create unnecessary administrative work for you.
- We will monitor and support you in achieving effective assessment and quality assurance.

We will do this by:

- making sure that you complete a suitable declaration at the time of approval
- carrying out approval visits to your Centre
- making sure that you have a well-trained, effective team of Assessors and verifiers.
- sampling and verifying your assessments, assessed student work and other relevant documents
- reviewing your strategy for assessing and quality-assuring your BTEC programmes.

As an approved Centre, you must advertise your certification only with our permission and in line with our reporting requirements.

If you do not have and maintain a strong approach to quality assurance, you will not be able to apply for certification for any of Pearson BTEC Higher National qualifications.

If you do not follow our recommendations for improving your quality assurance, we may withdraw approval for you to deliver our qualifications.

8.7 Use of approval, accreditation or quality marks

When delivering the BTEC Higher National Certificate and Diploma in Counselling and Applied Psychology, Centres must take care to ensure that they use the relevant quality marks with due care and attention on promotional material.

For more information about who can use a quality mark, and how it should be used, please contact HigherNationals@pearson.com.

9 Recognition of prior learning and attainment

Recognising prior learning (RPL) is a way of awarding credit if a student can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already have. As long as the assessment requirements are met, RPL can be used to accredit a unit, units or a whole qualification.

RPL provides a route for recognising the achievements of continuous learning from a range of activities using any valid assessment procedure. We encourage you to recognise students' previous achievements and experiences at work, at home, in leisure and in the classroom. Evidence of learning must be valid and reliable.

For full guidance on RPL, please see *Recognition of prior learning policy and process* in the support section of our website at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

10 Equality and diversity

Equality and fairness are central to our work. The design of these qualifications embeds equality and diversity as set out in the qualification regulators' general conditions of recognition.

Promoting equality and diversity involves:

- treating everyone with equal dignity and worth, and
- raising ambitions and supporting achievement for people with different needs and backgrounds.

Creating an inclusive learning environment means anticipating students' varying needs and trying to make sure that all students have equal access to educational opportunities. This involves providing access for people who have differing individual needs and removing unnecessary barriers to learning. Qualification design must be inclusive so that students with and without disabilities have equal access to learning opportunities.

Our equality policy requires that:

- all students have an equal opportunity to access our qualifications and assessments, and
- our qualifications are designed and awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic as defined by law (for example race, sexuality, religious belief) are not disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for taking a qualification
- this achievement can be compared fairly with the achievement of their peers.

Our qualifications should:

- be available to everyone capable of reaching the required standards
- be free from any barriers that restrict access and progress
- offer equal opportunities for all those who want to access them.

Please see our *Equity, diversity and inclusion in Pearson qualifications and related services policy* document in the policy section of our website at:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

Please use your integrity when recruiting students to our Pearson BTEC Higher National programmes.

- Make sure they have the information and advice they need about the qualification to be sure it meets their needs.

- Check each student's qualifications and experience to make sure they have the potential to achieve the qualification.
- For students with disabilities and specific needs, consider the support available to them and any other support they may need during teaching and assessment.

Please see our policy documents on students with particular needs.

Access to qualifications for students with disabilities or specific needs

Students can be assessed in a recognised regional sign language.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*. Details on how to make adjustments for students with protected characteristics are given in *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Please see the support section of our website for both documents:

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>.

11 Units

Unit 1: Personal and Professional Development Through Inclusive Practice

Unit code: F/650/3564

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

With increased awareness of the need to make counselling more accessible to the wider population, this unit sets out to support practitioners' thinking and practice. The unit intends to raise awareness about how practitioners can be more inclusive and to bring to the forefront how intersectionality can affect marginalised groups and those with protected characteristics. As a counsellor, ideally accredited by a professional body, you will be required to practise within an ethical framework. Therefore, it is paramount that counsellors understand the value of, and how to promote, inclusive practice.

The unit will provide the student with the opportunity to explore the range of factors and processes that promote safety and inclusivity in counselling. This will include an exploration of professional boundaries and how these promote practitioner and client safety, the role of accrediting bodies in setting, promoting and monitoring professional boundaries, and how context informs boundaries. The unit will then examine how therapeutic counsellors' inclusive practice explores personal and professional development and assesses inclusive practice in the mental health sector, including service accessibility and relevant legislation such as the Equality Act 2010.

By the end of the unit students will have gained the skills to navigate professional bodies' ethical frameworks, which will support them in ensuring they uphold these requirements, along with safeguarding responsibilities, as a practitioner. Students will also have the opportunity to demonstrate their counselling skills and gain greater understanding of the role and value of the therapeutic relationship within counselling. Finally, students will gain insight into how diagnosis and treatment can be more inclusive, thus promoting better outcomes for all.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Assess how professional boundaries safeguard mental health practitioners and service users in a range of contexts
- LO2 Demonstrate the use of counselling skills in a range of scenarios
- LO3 Examine how inclusive practice promotes personal and professional development
- LO4 Assess inclusive practice within an area of the mental health sector.

Essential Content

LO1 **Assess how professional boundaries safeguard mental health practitioners and service users in a range of contexts**

Professional bodies' professional competency and development frameworks:

The role of regulatory, accreditation and professional standards in informing professional boundaries

The role of relevant professional bodies in regulating professional standards, e.g. British Association for Counselling and Psychotherapy (BACP); UK Council for Psychotherapy (UKCP)

Relevant professional body competency and development frameworks

The use of professional competency frameworks to safeguard practitioners and service users.

Principles of safeguarding:

The six principles of safeguarding, including empowerment, prevention, proportionality, partnership and accountability

Mental health practitioners' safeguarding responsibilities

The role of safeguarding policies and procedures in promoting the welfare of service users and mental health practitioners.

Professional boundaries in different contexts:

How professional boundaries may differ according to context and service user group

How context risk factors inform professional boundaries, e.g. the need to protect mental health practitioners from increased risk of physical harm in secure psychiatric units

Communication of boundaries from mental health practitioners to service users

Managing breached professional boundaries.

LO2 **Demonstrate the use of counselling skills in a range of scenarios**

Counselling skills:

Range of counselling skills, e.g. questioning, empathy, paraphrasing and reflecting

Adapting counselling skills according to the type of interaction, e.g. interactions with family members of the service user.

Counselling relationships:

The role of the therapeutic relationship in effective counselling interactions

The use of counselling skills to establish and promote a therapeutic relationship between the mental health practitioner and the service user.

Counselling skills in a range of scenarios:

Adapting counselling skills to the needs of the scenario

How changes in specific counselling skills lead to particular outcomes, e.g. open versus closed questions

The importance of ensuring clients know when they are working with a learner who has not completed their training.

LO3 Examine how inclusive practice promotes personal and professional development

Inclusive practice:

The role and importance of inclusive practice in counselling training and the profession

The influence of inclusive practice in accessibility to the counselling profession for a diverse population

How inclusive practice challenges barriers to accessing the profession created by a lack of recognition of needs arising out of intersectionality

Strategies to promote inclusive practice, e.g. proactive approach to inclusion, building relationships, inclusive initial assessments, putting equal opportunities policies into use.

Inclusive practice and personal development:

Areas of personal development

The benefits of personal development

The processes involved in personal development

The impact of inclusive practice on personal development.

Inclusive practice and professional development:

Areas of professional development

The benefits of professional development

The processes involved in professional development

The impact of inclusive practice on professional development.

LO4 **Assess inclusive practice within an area of the mental health sector**

Accessibility to mental health services:

Impact of intersectionality on mental health outcomes for the population

Demographic data on mental health sector service user populations, e.g. acute services

Variability in diagnosis and treatment of mental health difficulties associated with different personal characteristics (e.g. ethnicity, culture, gender, sexuality, disability) and links to structural inequalities

Barriers to accessing mental health support.

Inclusive practice:

The role of inclusive practice in the mental health sector

Demonstrating inclusive practice in a professional context

Relevant legislation that protects individuals' rights and dignities, e.g. in the UK, the Equality Act 2010.

Inclusive practice in the mental health sector:

How inclusive practice can mitigate the effect of bias against protected characteristics and intersectionality

The role of inclusive practice in reducing the variability in diagnosis and treatment of mental health difficulties

Inclusive practice in promoting accessibility to mental health services.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Assess how professional boundaries safeguard mental health practitioners and service users in a range of contexts		LO1 and LO2 D1 Critically analyse how professional boundaries and counselling skills benefit and hinder interactions between practitioners and service users in different professional contexts.
P1 Explain professional boundaries in the context of appropriate professional guidance. P2 Describe how professional boundaries safeguard practitioners and service users.	M1 Analyse how professional boundaries safeguard service users and practitioners in different professional contexts.	
LO2 Demonstrate the use of counselling skills in a range of scenarios		
P3 Assess own use of counselling skills and their role in an effective interaction between practitioners and service users. P4 Explain how counselling skills can be adapted to meet the needs of service users.	M2 Demonstrate effective use of counselling skills in different interactions.	

Pass	Merit	Distinction
L03 Examine how inclusive practice promotes personal and professional development		L03 and L04 D2 Critically appraise the effectiveness of inclusive practice strategies to promote own and others' personal and professional development within the mental health sector with the aim of improving outcomes for service users.
P5 Describe strategies that can be used to promote inclusive therapeutic practice. P6 Identify own strengths and areas for development when improving inclusive practice.	M3 Construct a detailed plan to develop own personal and professional skills and understanding towards more inclusive practice.	
L04 Assess inclusive practice within an area of the mental health sector		
P7 Explain the benefits of inclusive practice in clinical work. P8 Compare the potential outcomes for service users with and without inclusive practice applied.	M4 Analyse the relationship between inclusive practice and service user outcomes, using evidence from the mental health field to support this.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 1	LO1	x		x	Reflection on own inclusive practice, including action plan for further development
	LO2	x		x	
	LO3	x		x	
	LO4	x			

Recommended Resources

Textbooks

Bager-Charleson, S. (2012). *Personal Development in Counselling and Psychotherapy*. London: SAGE Publications.

Beatie, M and Lenihan, P. (2018). *Counselling Skills for Working with Gender Diversity and Identity (Essential Skills for Counselling)*. London: Jessica Kingsley Publishers.

Cameron, R. (2020). *Working with Difference & Diversity in Counselling & Psychotherapy*. London: SAGE Publications.

Reeves, A. (2015). *Working with Risk in Counselling and Psychotherapy*. London: SAGE Publications.

Turner, D. (2021). *Intersections of Privilege and Otherness in Counselling and Psychotherapy: Mockingbird*. Abingdon: Routledge.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP) "Good Practice in Action resources"

(General Reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Register guide to supervision: Guidance for registered members"

(General Reference)

www.legislation.gov.uk

Equality Act 2010

Journals

Åstrand, K. and Sandell, R. (2019) 'Influence of personal therapy on learning and development of psychotherapeutic skills', *Psychoanalytic Psychotherapy*, 33(1), pp. 34–48. Available at: <https://doi.org/10.1080/02668734.2019.1570546>.

Links

This unit links to the following related units:

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO3, LO4	P5, P6, M3, D3
THEME 2: Effective communication	LO1, LO2	P1, P2, M1, M3, D1
THEME 3: Protection and Health and Safety	LO1, LO2	P1, P2, P3, M1, D1
THEME 4: Professional and ethical practice	LO2, LO3	P1, P2, P5, P6, M1, M3, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Those delivering content should be encouraged to discuss their own experiences in the practice learning environment with learners.

Delivery

Tutors must be appropriately qualified to cover the principles and skills development aspects of this unit. The balance of theory and practice should be appropriate for students to develop the underpinning skills to be demonstrated in this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit.

Evidence against practice-based criteria can be collated in students' workplace portfolios. These could be online portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit code:	D/650/4724
Unit type:	Core
Unit level:	4
Credit value:	15

Introduction

Contemporary counselling practice takes place both online and in-person. “Online” refers to any number of synchronous or asynchronous technologies that facilitate communication between client and therapist. In-person modes of counselling practice have traditionally been the default. However, in order to widen and improve access to counselling services, therapeutic counsellors need to engage with the alternatives to tradition.

This unit brings together two essential elements of counselling practice: empathy and communication. The unit enables students to build upon a theoretical foundation and directs them to use this knowledge in their own therapeutic practice. Students will learn about and practice reflection using a variety of different models and will have the opportunity to begin the journey towards becoming an effective reflective practitioner.

The aim of the unit is to enable students to develop their therapeutic relationship-building skills by bringing together empathic theories of communication and reflective practice.

Completion of this unit should enable students to select and use different models of communication within their own therapeutic practice. Using their knowledge and understanding of the theories behind contemporary practice, they will develop their own empathic communication skills and will be well placed to continually enhance the effectiveness of the therapeutic relationships they have with clients.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Describe the use of models of communication in online and in-person therapeutic settings
- LO2 Discuss theories of empathy in relation to contemporary therapeutic practice
- LO3 Analyse the role of empathic communication in building effective therapeutic relationships with clients or patients
- LO4 Reflect on development of own therapeutic relationships online or in person.

Essential Content

LO1 Describe the use of models of communication in online and in-person therapeutic settings

Communication:

Traditional models, e.g. linear, interactive, transactional

Alternative models, e.g. neurolinguistic programming (NLP)

Use of peer-to-peer telecommunications and conferencing platforms and software, e.g. Zoom, Microsoft Teams and Skype and their impact on the models of communication.

LO2 Discuss theories of empathy in relation to contemporary therapeutic practice

Empathetic theories:

Theories of and research into empathy used in contemporary therapeutic practice

Use of research in contemporary empathic practice

Rogers' core conditions: empathy, unconditional positive regard and congruence

Emotional intelligence: the components and how they are interlinked

The relevance of professional body competency frameworks in region of delivery, e.g. the British Association for Counselling and Psychotherapy (BACP), Irish Association for Counselling and Psychotherapy (IACP), National Counselling Society (NCS) and other national frameworks for counselling practice relevant to the region of delivery.

Empathy and empathic traits in practice:

Affective responses to others

Cognitive responses to others

Somatic responses to others

Callous-unemotional traits.

LO3 Analyse the role of empathic communication in building effective therapeutic relationships with clients or patients

The association between empathic communication and positive therapeutic outcome:

The theoretical role of the therapist, e.g. Sigmund Freud, Carl Rogers, Edward Bordin and others on the role of the therapist

Definitions of the therapeutic relationships and the therapeutic alliance

Phases of the therapeutic alliance during therapy.

LO4 Reflect on development of own therapeutic relationships online or in person

Reflection:

Reflective cycles and models, e.g. Kolb, Gibbs, Johns, Driscoll

The purpose and practice of reflection

Different methods of reflecting on therapeutic practice, e.g. written, drawn, created, spoken, journaled

Client confidentiality in professional reflections and supervision

Professional supervision.

Strengthening the therapeutic relationship (therapist):

Empathic communication theory in practice

Empathy, responsiveness, positive regard, congruence, self-disclosure and immediacy and emotional expression

Collaboration and goal consensus to improve therapeutic outcomes

Managing countertransference and ruptures

Feedback and endings.

Strengthening the therapeutic relationship (client):

Individual preferences, expectations, treatment creditability, resistance, coping, attachment and diversity.

Complexities in therapeutic relationships:

Measuring the success of empathic communication with regard to the therapeutic relationship, e.g. facilitating change.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe the use of models of communication in online and in-person therapeutic settings		LO1 and LO2 D1 Demonstrate how models of communication contribute to building relationships in a therapeutic setting.
P1 Outline different models of communication used in online and in-person therapeutic settings. P2 Contrast how models of communication are used in online and in-person therapeutic settings.	M1 Distinguish between models of communication suited to online and in-person therapeutic settings.	
LO2 Discuss theories of empathy in relation to contemporary therapeutic practice		
P3 Define theories of empathy in relation to contemporary therapeutic practice. P4 Relate the influence of empathic theories to own contemporary therapeutic practice.	M2 Assess the use of empathic theories in contemporary therapeutic practice using authoritative sources of literature.	

Pass	Merit	Distinction
L03 Analyse the role of empathic communication in building effective therapeutic relationships with clients or patients		L03 and L04 D2 Critically analyse empathic communication in own therapeutic relationships with clients or patients.
P5 Justify what constitutes an effective therapeutic relationship with clients or patients. P6 Illustrate how empathic communication may contribute to building effective therapeutic relationships with clients or patients.	M3 Evidence using peer reviewed literature the concept of therapeutic relationship building using empathic communication.	
L04 Reflect on development of own therapeutic relationships online or in person		
P7 Use empathic communication skills to build therapeutic relationships online or in person. P8 Propose methods to enhance own communication skills online or in person.	M4 Evaluate empathy as a method of therapeutic relationship building.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 2	LO1	x	x	x	Mini literature review
	LO2	x	x	x	
	LO3	x	x	x	Reflective account of own practice
	LO4	x		x	

Recommended Resources

Textbooks

Bager-Charleson, S. (2020). *Reflective Practice and Personal Development in Counselling and Psychotherapy*. 2nd Ed. London: SAGE Publications.

de la Prida, A. (2021). *What Works in Counselling and Psychotherapy Relationships: Good Practice across the Counselling Professions 004*. Lutterworth: BACP.

Driscoll, J. (2006). *Practising Clinical Supervision: A Reflective Approach for Healthcare Professionals*. 2nd Ed. London: Baillière Tindall Elsevier.

Egan, G. (1998). *The Skilled Helper: A Problem-Management Approach to Helping*. 6th Ed. Pacific Grove, CA: Brooks/Cole Publishing.

Finlay, L. (2019). *Practical Ethics in Counselling and Psychotherapy: A Relational Approach*. London: SAGE Publications.

Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods*. Oxford: Oxford Polytechnic Further Education Unit.

Hill, C.E. (2020). *Helping Skills: Facilitating, Exploration, Insight, and Action*. 5th Ed. Washington DC: American Psychological Association.

Knox, R. and Cooper, M. (2015). *The Therapeutic Relationship in Counselling and Psychotherapy*. London: SAGE Publications.

Reeves, A. (2022). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. 3rd Ed. London: SAGE Publications.

Slattery, J. and Park, C. (2020). *Empathic Counseling: Building Skills to Empower Change*. 2nd Ed. Washington DC: American Psychological Association.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy

www.counselling-directory.org.uk

Counselling Directory

“Why the therapeutic relationship matters”

(Article)

Journals

Ardito, R. B. and Rabellino, D. (2011) ‘Therapeutic alliance and outcome of psychotherapy: historical excursus, measurements, and prospects for research’.

Frontiers in Psychology, 2, article 270. Available at:

<https://doi.org/10.3389/fpsyg.2011.00270>.

Hall, J. and Schwartz, R. (2019) ‘Empathy present and future’, *The Journal of Social Psychology*, 159(3), pp. 225–243. Available at:

<https://doi.org/10.1080/00224545.2018.1477442>.

Johns, C. (1995) ‘Framing learning through reflection within Carper’s fundamental ways of knowing in nursing’, *Journal of Advanced Nursing*, 22, pp. 226–2234. Available at: <https://doi.org/10.1046/j.1365-2648.1995.22020226.x>.

Rogers, C. (1957) ‘The necessary and sufficient conditions of therapeutic personality change’, *Journal of Consulting Psychology*, 21(2), pp. 95–103. Available at:

<https://doi.org/10.1037/h0045357>.

Rogers, C.R. (1958) ‘The characteristics of a helping relationship’, *Personnel and Guidance Journal*, 37(1), pp. 6–16. Available at: <https://doi.org/10.1002/j.2164-4918.1958.tb01147.x>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication	LO1, LO2, LO3 and LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D3
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO1, LO2, LO3 and LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D3
THEME 5: Technology in practice	LO1, LO2, LO3 and LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D3

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Simulation and safe practice are also essential requirements for this unit, and it is suggested that tutors who are not practised in many of the communication techniques facilitate the use of experts in the class. It is expected that the tutor will be able to demonstrate the skills of empathic communication. In addition, the ability of the tutor to showcase specific strategies to develop the students' abilities in empathic communication is essential.

Delivery

Tutors must be appropriately qualified to cover the principles and skills development aspects of this unit. The balance of theory and practice should be appropriate for the students to develop the underpinning skills of empathic communication.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that where synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit.

Evidence against practice-based criteria can be collated in students' workplace portfolios. These could be online portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 3: Preparing for Research (Pearson-set)

Unit code: J/650/3566

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

Research is central to the profession of counselling because it provides evidence to clients, practitioners and governments that therapy is an effective mechanism for improving people's lives. Research is the systematic process by which new knowledge is discovered or whereby existing knowledge is applied in new ways. This unit introduces students to the fundamentals of the research process, exploring the different approaches and methods adopted.

Students will examine the role of ethics in psychological and counselling research, learning about how those underpinning processes apply to historical and contemporary studies in these fields. Students will be introduced to the principles of the scientific writing process and explore ways in which they can distil the complexities of science for general readership while retaining credibility and quality in their work.

By the end of this unit, students will be able to explain what the research process is and its role in counselling and psychology. Students will understand and then define how the fundamentals of the research process affect the quality, reliability, relevance and ethics of research in practice. They will then begin to understand how to raise awareness of research in counselling and psychology through effective scientific communication.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain the fundamentals of the research process in relation to counselling or applied psychology
- LO2 Apply ethical theory to relevant research and practice
- LO3 Describe different research designs and the purposes that they serve
- LO4 Produce a scientific communication of contemporary research evidence.

Essential Content

LO1 **Explain the fundamentals of the research process in relation to counselling or applied psychology**

Science as a body of knowledge and a process:

Lay theories, common sense and how they differ from science

The role of the null hypothesis in the scientific method.

Principles of robust science:

Verifiability, predictability, falsifiability and fairness

Scientific rigour and relevance, the relationship between ethics and validity and reliability in research, e.g. how design impacts on scientific rigour and relevance.

Research paradigms and methodological positions:

How paradigms and methodological positions differ and influence how research is judged

Differences between academic research and practitioner approaches to research

Qualitative and quantitative approaches.

LO2 **Apply ethical theory to relevant research and practice**

Ethics and their importance in research:

Definitions of ethics for research

Ethical frameworks and guidelines in psychology and counselling research, e.g. the British Psychological Society (BPS) Ethics guidelines for internet-mediated research and the British Association for Counselling and Psychotherapy (BACP) Ethical Guidelines for Research in the Counselling Professions

Ethical problem-solving in research, e.g. the ethical review process.

Ethical issues applied to research design and methodology:

Design: consent, confidentiality, conflict of interest

Methodology, e.g. adequate sample size, payment for participation, covert observation, deception

Interpretation of data, e.g. over- and under-sampling, cross-cultural generalisability

Ethical dilemmas in a digital age

Internet-mediated research

The use of personal data, digital consent, anonymity, personal and publicly available resources, copyright, illegal activities.

LO3 Describe different research designs and the purposes that they serve

Designing a research study:

The purpose of different methodological approaches, e.g. case study, experiment, observation, survey, content analysis.

Decisions about methodology:

The relationship between design and research topic

The purpose of experimental and applied research

Links between research questions, hypothesis, experimental and applied research.

Finding a topic or phenomenon to study:

Contemporary topics in experimental and applied research

Conducting a research review, including searching for relevant papers, evaluating sources and identifying themes and gaps.

LO4 Produce a scientific communication

Purpose and use of research papers in counselling and psychological research:

The language and structure of research papers

Applicable professional body requirements or guidance for research, e.g. the American Psychological Association, British Psychological Society, British Association for Counselling and Psychotherapy, European Federation of Psychologists' Associations.

Preparing a scientific paper:

Purpose and organisation.

Preparing a scientific poster:

Purpose and organisation.

Communicating research to non-specialist audiences:

Reporting results of research to the general public

The use of digital technologies and tools to communicate research findings to the public, e.g. blogs, microblogs.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the fundamentals of the research process in relation to counselling or applied psychology		LO1 and LO2 D1 Critically analyse the links between theory, methodology, ethics, rigour, relevance in research and how those principles influence practice in counselling or applied psychology.
P1 Explain how robust science differs from lay or common sense approaches that explain the world. P2 Present different approaches and processes that make for robust science and practice.	M1 Analyse the links between theory and different methodological approaches in science to research.	
LO2 Apply ethical theory to relevant research and practice		
P3 Explain the principles of ethics in relation to identified ethical and unethical research studies and professional practice. P4 Interpret ethical issues in different types of research and their influence on professional practice.	M2 Analyse the links between ethics, research and professional practice.	

Pass	Merit	Distinction
LO3 Describe different research designs and the purposes that they serve		LO3 and LO4 D2 Critically analyse different methodological approaches to a relevant contemporary issue using different research studies in a scientific communication for an identified audience.
P5 Describe how the purpose of research is linked to methodology. P6 Compare the ways in which quantitative and qualitative methods of research relate to the types of research question being explored.	M3 Analyse different approaches to research design and their usefulness in examining different research phenomena.	
LO4 Produce a scientific communication of contemporary research evidence		
P7 Produce own scientific communication of a contemporary issue in scientific research for an identified audience using personal research.	M4 Communicate the comparative findings from own personal research to meet the requirements of an identified audience.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 3	LO1	x	x	x	Evidence-based report
	LO2	x	x	x	
	LO3	x			
	LO4	x			Scientific communication suitable for clients with a disability or special educational needs, and brief rationale for the communication style chosen

Recommended Resources

Textbooks

Bager-Charleson, S. and McBeath, A. (2020). *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research*. London: Palgrave Macmillan.

Clough, P. and Nutbrown, C. (2012). *A Student's Guide to Methodology*. 3rd Ed. London: SAGE Publications.

Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. 5th Ed. London: SAGE Publications.

Websites

www.americanscientist.org

American Scientist

"12 tips for scientists writing for the general public"

(Article)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Promoting research"

(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Ethical guidelines for research in the counselling professions"

(General reference)

www.bps.org.uk

British Psychological Society

"Guidelines and policies"

(General reference)

Journals

The Counseling Psychologist: <https://journals.sagepub.com/home/tcp>

Journal of Counseling Psychology: <https://www.apa.org/pubs/journals/cou>

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 25: Research Methods in Counselling

Unit 32: Counselling-related Research

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO1	P1
THEME 2: Effective communication	LO4	P2, P7, M4, D2
THEME 3: Protection and Health and Safety		P3, M2, D1
THEME 4: Professional and ethical practice	LO1, LO2	P2, P3, P4, M2, D1
THEME 5: Technology in practice		

Essential requirements

Students should have access to academic literature on counselling and psychotherapy and to relevant professional journals.

Delivery

Tutorials will be necessary to support students and support from placement supervisors and managers will be essential for data collection carried out on placements.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with student both in person and through online and telephone methods.

Assessment

Learners must have access to authoritative, peer reviewed literature in order to successfully complete the assessment.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 4: Ethical Frameworks in Counselling

Unit code: K/650/3567

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

In an increasingly complex and demanding world, counsellors and psychologists are often faced with challenging or difficult situations in their work. Ethical frameworks in psychology and counselling refer to a set of standards that guide and govern the professional behaviour of practising psychologists and counsellors. These frameworks help the practitioner to follow a common set of values and principles usually set by the professional organisations in their country of practice; for example, the British Psychological Society (BPS), the British Association for Counselling and Psychotherapy (BACP) or the American Counseling Association (ACA). The frameworks also help to ensure that there is some uniformity between practitioners so that clients are protected. These frameworks are sometimes called codes of ethics or codes of conduct.

The aim of this unit is to introduce students to the importance of ethical practice for psychologists and counsellors. Students will familiarise themselves with examples of professional ethical frameworks that enable psychologists and counsellors to be sensitive to a range of moral issues that often come up when working with clients.

Students will be guided to identify and access relevant frameworks for their work. Topics in this unit will explore a range of ethical challenges that students may come across in the course of their placements, including the ethical demands of working with children, online therapeutic provision and technologically mediated communication. Students will reflect on aspects of their own culture and explore how cultural values affect ethical decision-making.

This unit will develop the students' knowledge, understanding, sensitivity and skills in the area of ethical decision-making. By the end of this unit, students will be able to identify and reflect upon ethical dilemmas within case studies and confidently discuss ethical challenges in their work experience, using their placement supervisors, tutors and peer supervision. The knowledge, understanding and skill sets gained in this unit will help to prepare students who wish to work in the helping professions, including nursing, paramedical services, social care, psychology and counselling.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain the core values and principles demonstrated in ethical frameworks that guide the work of psychologists and counsellors when working with service users
- LO2 Examine ethical considerations that face psychologists and counsellors, using a professionally recognised ethical framework
- LO3 Apply ethical decision-making skills when working with clients
- LO4 Summarise a suitable course of action to professional ethical dilemmas between psychologists or counsellors, and clients.

Essential Content

LO1 **Explain the core values and principles demonstrated in ethical frameworks that guide the work of psychologists and counsellors when working with service users**

Online or in-person class discussions and small group activities will be helpful for enabling students to identify their personal values to introduce and sensitise them to the concept of ethics.

Key features of ethical codes and frameworks across different countries and contexts:

Definition of ethics, ethical codes and codes of practice, including exploration of terminology, e.g. 'code of conduct' and 'code of practice'

Historical context, rationale and purpose, including reference to medical and social care models

Cultural contexts and relevance.

Core values and principles:

Similarities and differences between different ethical codes of conduct within a country or region (e.g. compare codes of conduct for counsellors against codes of conduct for psychologists) and between countries or regions

Common ethical standards used in psychology and counselling, in particular for practitioners working in clinical practice, in academia and in psychological research

Professional behaviour, values, attitudes and beliefs.

Professional codes of practice, statutory duties, registration and regulation for local context:

Enforceability and the role of legislation and statutory registration where required

Public voluntary registration and accreditation

Statutory regulators and professional bodies

Relevant legislation, statutory and voluntary guidelines

Professional codes of practice and conduct

Working internationally or across national borders.

LO2 Examine ethical considerations that face psychologists and counsellors, using a professionally recognised ethical framework

Principles of respect:

Culturally responsive practice

Consent, including definition of informed consent, examination of human rights and challenges when working within a small or local community

Confidentiality, including storage of information, client records and participant data, including digital data, communication using email, messaging software, online conferencing software, including chat, and social media platforms

Data protection regulations.

Principle of competence:

Qualifications and statutory or voluntary registration and accreditation

Responsibility to client, organisation and society

Boundaries of competence, including training when working with children and adults

Accountability and governance – introduction to the role of supervision.

Principles of responsibility:

Working with diverse groups as practitioners and researchers

Concepts of harm to client, organisation, society and individual reputation and professional registration

Power dynamics, e.g. between client and practitioner, between supervisor and trainee.

Principles of integrity:

Honesty and accuracy in reporting

Fairness, transparency and equity, including working with socially marginalised groups

Conflict of interest, including challenges around professional objectivity, multiple-role relationships and pecuniary rewards.

LO3 **Apply ethical decision-making skills when working with clients**

Interpretation and application of ethical principles and concepts in relation to ethical dilemmas presented in vignettes, case studies and using the students' real-life experiences on placement:

Consent and confidentiality, e.g. safeguarding issues – would the psychologist or counsellor have a duty to the parent or a child?

Integrity, e.g. if an organisation or employer demands practice that is against personal values or professional codes

Responsibility, e.g. continuity of practice, relationship dynamics, practising in another country or with an age group beyond one's training and scope of practice

Competence, e.g. boundaries in relation to different settings, including schools, public health ministries, child services and adult services, dangerous behaviour by client including suicidal thoughts or behaviours.

Good practice and challenges when working with diverse clients:

Power relationships, intersectionality and privilege in the client–practitioner relationship

Use and abuse of psychological tests for socio-political agenda, e.g. racial profiling, education policies and special education.

Working through interpreters

Intersectionality: marginalised and socially excluded groups, e.g. prison population, refugee and migrant groups, disability issues around barriers and facilitating access to services, lesbian, gay, bisexual and transgender, women and girls, clients with dementia, child and adult sexual abuse, small and rural communities.

Ethical challenges when providing telehealth services:

Telehealth services including consultations, therapy or counselling using digital platforms

Online counselling and psychological services, including assessment – issues around confidentiality

Professional practice and social media

Using new technologies to collect research data

Data protection

Digital codes of conduct.

LO4 Summarise a suitable course of action to professional ethical dilemmas between psychologists or counsellors, and clients

Role of supervision:

Understanding goals and methods of supervision

Identifying supervision at place of work or outside it

Peer supervision and support.

Fitness to practise:

Record keeping, including online records and legal requirements around data protection

Ethical violations and risks of malpractice.

Assessment of risk:

Risk to client

Risk to psychologist or counsellor

Mitigation, management and control of risk

Action planning following risk assessment.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the core values and principles demonstrated in ethical frameworks that guide the work of psychologists and counsellors when working with service users		LO1 and LO2 D1 Synthesise the implications for an organisation's policies in relation to an ethical framework.
P1 Summarise the key principles in different ethical frameworks. P2 Describe the relationship between ethical codes of practice and registration or accreditation.	M1 Compare the key principles in different ethical frameworks and discuss how these each relate to the work of psychologists or counsellors.	
LO2 Examine ethical considerations that face psychologists and counsellors, using a professionally recognised ethical framework		
P3 Review a relevant ethical framework in relation to psychologist or counsellor practice. P4 Examine the elements of the framework that inform an organisation's policy.	M2 Interpret the principles of an ethical framework in relation to psychologist or counsellor practice.	

Pass	Merit	Distinction
L03 Apply ethical decision-making skills when working with clients		L03 and L04 D2 Evidence proficient risk management skills when working with clients.
P5 Illustrate challenges around ethical decision making when working with a child who does not speak the practitioner’s language. P6 Outline key features of good practice when providing technology-aided services.	M3 Differentiate between ethical decision-making skills when working with a range of clients.	
L04 Summarise a suitable course of action to professional ethical dilemmas between psychologists or counsellors, and clients		
P7 Discuss how supervision can aid the resolution of ethical and professional dilemmas between a psychologist or counsellor and client.	M4 Examine the role of supervision in the context of safeguarding the welfare of both the practitioner and the client.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 4	LO1	x			Policy document analysis
	LO2	x			
	LO3	x		x	Presentation to peers discussing own and best practice with clients
	LO4	x		x	

Recommended Resources

Textbooks

Barnett, J. E. and Johnson, B.W. (2015). *Ethics Desk Reference for Counselors*. 2nd Ed. Alexandria, VA: American Counseling Association.

Campbell, L.F, Millán, F.A. and Martin, J.N. (2018). *A Telepsychology Casebook: Using Technology Ethically and Effectively in Your Professional Practice*. Washington DC: American Psychological Association.

Dworkin, S.H. and Pope, M. (2012). *Casebook for Counselling Lesbian, Gay, Bisexual, and Transgender Persons and Their Families*. Alexandria, VA: American Counseling Association.

Leach, M.M. and Welfel, E.R. (2018). *The Cambridge Handbook of Applied Psychological Ethics*. Cambridge: Cambridge University Press.

Pope, K.S. and Vasquez, Melba J.T. (2010). *Ethics in Psychotherapy and Counselling: A Practical Guide*. Chichester: Wiley.

Tribe, R. and Morrissey, J. (2020). *The Handbook of Professional Ethical and Research Practice for Psychologists, Counsellors, Psychotherapists and Psychiatrists*. 3rd Ed. Abingdon: Routledge.

Websites

www.apa.org

American Psychological Association
(APA)

"Principles of psychologists and code of
conduct"

(General reference)

www.counseling.org

American Counseling Association

"Ethical and professional standards"

(General reference)

www.bacp.co.uk

British Association for Counselling and
Psychotherapy (BACP)

"Ethical frameworks for counselling
professions"

(General reference)

www.bps.org.uk

British Psychological Society

"Guidelines and policies"

(General reference)

www.hcpc-uk.org

Health and Care Professions Council
(HCPC)

"Standards of conduct, performance and
ethics"

(General reference)

Journals

Ellis, E.M. (2009) 'Should a psychotherapist be compelled to release an adolescent's treatment records to a parent in a contested custody case?' *Professional Psychology: Research and Practice*, 40(6), pp. 557–563. Available at:

<https://doi.org/10.1037/a0017419>.

Korkut, Y. (2010) 'Developing a national code of ethics in psychology in Turkey: Balancing international ethical systems guides with a nation's unique culture', *Ethics & Behavior*, 20(3–4) pp. 288–296. Available at:

<https://doi.org/10.1080/10508421003799057>.

Salaam, A.O. and Brown, J. (2013) 'Ethical dilemmas in psychological research with vulnerable groups in Africa', *Ethics & Behavior*, 23(3), pp. 167–178. Available at:

<https://doi.org/10.1080/10508422.2012.728478>.

Zheng, P., Gray, M.J., Zhu, W.Z. and Jiang, G.R. (2014) 'Influence of culture on ethical decision making in psychology', *Ethics & Behavior*, 24(6), pp. 510–522. Available at:

<https://doi.org/10.1080/10508422.2014.891075>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO1, LO2, LO3, LO4	P5, M1, M3, D1
THEME 2: Effective communication	LO1, LO3, LO4	P5, M2, D1
THEME 3: Protection and Health and Safety	LO1, LO2, LO3, LO4	P2, P4, P5, M1, M2, M4, D1, D2
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P5, P6, P7, M1, M2, M3, M4, D1, D2
THEME 5: Technology in practice		P6

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified, registered and experienced as a practitioner in counselling or applied psychology to cover the principles and skills development aspects of this unit. Tutors must be confident about engaging students in discussions around ethical decision-making based on case studies and their own experience and practice.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with learners and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be encouraged to present evidence based substantially on case studies from their work on placement.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit code: M/650/3569

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

Self-awareness and reflective practice are core elements of any social science or health science training course or qualification. Reflective practice is the capacity to reflect on thoughts and actions so as to engage in a process of continuous learning. It is described as one of the defining characteristics of professional practice. This unit aims to develop students' self-awareness and reflective practice on both a personal and professional level by paying attention to the practical values that inform practice. Through the unit, students will reflect on their personal beliefs and how these affect their practice. It will encourage them to think critically about their role in advocating for social justice and the ethical dilemmas that this may present.

Reflective practice and self-awareness are important tools in practice-based professional learning environments where students learn primarily from their own professional experiences. This unit will provide students with the principles and theory underpinning reflective practice and self-awareness, before applying these to their practice. Students will develop their critical thinking skills and use experiential learning to develop themselves as professionals.

On completing this unit, students should have developed a thorough understanding of the impact of their own experience and identity on their approach to practice and the skills to work more effectively with a diverse range of people that reflects this understanding.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Describe the purpose of self-awareness and reflective practice
- LO2 Explain how self-awareness and reflective practice can be used to improve outcomes for clients or service users
- LO3 Identify own professional development needs and steps to address these using a self-development plan
- LO4 Discuss issues that affect practising in a multicultural and increasingly diverse society.

Essential Content

LO1 Describe the purpose of self-awareness and reflective practice

Putting reflective practice and self-awareness into context:

Origins of reflective practice, e.g. John Dewey, the importance of reflective practice in relation to experience, interaction and reflection

The relationship between individual differences, self-awareness and effective practice

Reflective practice as a continuous process, i.e. in preparation for work with clients or service users, in the moment and retrospectively.

Reflective practice and self-awareness:

Different definitions and models of reflective practice, e.g. Schön Model (1991), Kolb Cycle (1984)

Definitions of self-awareness in relation to reflective practice

The reciprocal nature of the relationship between practitioners and clients or service users

The benefits of reflective practice and self-awareness, e.g. greater competence and mastery, systemic thinking and subsequently a sense of control and agency for practitioners.

LO2 Explain how self-awareness and reflective practice can be used to improve outcomes for clients or service users

Impact of self-awareness and reflective practice on clients or service users and practitioner–client/service user relationships:

Power dynamics in the relationship between the practitioner and the client or service user and how to redress these

Creating safe spaces for open and honest discussions with clients or service users

How societal attitudes and hierarchies influence the lives of clients or service users

How explicit reflection by practitioners during direct work with clients or service users builds client confidence in the practitioner

Safeguarding and client or service user safety (emotional and physical), confidentiality, boundaries and interpersonal style

How to turn reflective practice into practical steps to improve outcomes for clients or service users.

LO3 Identify own professional development needs and identify steps to address these using a self-development plan

Identifying personal development needs:

How high-quality reflective practice helps to identify gaps in our own knowledge base

Considering difference in approaches to working with clients or service users of varying demographics (e.g. age, gender, ethnicity, sexuality)

The value of training in developing self-awareness.

A self-development plan to address own development needs:

Planning, including the need for a plan, setting objectives, SMARTER (specific, measurable, achievable, realistic, timely, evaluated and reviewed) objectives, defining the gap, identifying training and development needs, proposed action, timescale, gaining support from others, integration of learning with workplace practice, format of the plan

Reviewing and monitoring, including importance of self-review, development records, how to assess personal progress, proposed success criteria, setting objectives and updating plan, target dates for review and completion, demonstrating how opportunities to address gaps in experience have been sought on placement.

LO4 Discuss issues that affect practising in a multicultural and increasingly diverse society

Issues affecting practice in relation to gender, culture, faith, sexuality, class and disability etc.:

Understanding positions of privilege relating to gender, culture, faith, belief, religion, sexuality, socio-economic status and disability etc.

The impact of own personal experiences, upbringing and belief systems, and influence on understanding of these differences

Micro-level and macro-level factors influencing the lives of clients or service users

How experiences of oppression, racism, homophobia, prejudice and ableism can exacerbate clients' challenges and experiences

Cultural specificity in the context of research that informs popular psychological theory and challenges in applying to different cultural contexts in practice.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Describe the purpose of self-awareness and reflective practice		L01 and L02 D1 Critically analyse how self-awareness and reflective practice are integral to working directly and effectively with clients and service users to promote improved outcomes in caring services.
P1 Describe self-awareness and its use by practitioners. P2 Describe reflective practice and its benefits for clients and service users and for professional development.	M1 Analyse the relationships between self-awareness, reflective practice and the quality of practitioners' work.	
L02 Explain how self-awareness and reflective practice can be used to improve outcomes for clients or service users		
P3 Explain how self-awareness and reflective practice support practitioners' ability to meet clients' or service users' needs.	M2 Analyse different reflective approaches to relationship building to meet clients' or service users' needs and improve outcomes for clients or service users.	

Pass	Merit	Distinction
LO3 Identify own professional development needs and steps to address these using a self-development plan		L03 and LO4 D2 Critically reflect on the impact of professional gaps on working with an increasingly diverse range of clients and the extent to which own self-development plan addresses these considerations.
P4 Identify gaps in own knowledge, skills and experience with regards to providing effective support for service users or clients. P5 Produce a self-development plan to address gaps identified.	M3 Produce a self-development plan that includes realistic forward planning to improve own competency in work with clients or service users and addresses the gaps in own relevant skills and experience.	
LO4 Discuss issues that affect practising in a multicultural and increasingly diverse society		
P6 Discuss the relevance of integrating considerations of individual differences and cultural variation in applying psychological theory. P7 Discuss contemporary changing social contexts in terms of sociocultural characteristics and their value in contributing to improved approaches to practice.	M4 Critically discuss the value of integrating a range of perspectives and theories in own development as a practitioner to improve own practice.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 5	LO1	x			Short teaching session on reflective practice
	LO2	x			
	LO3	x			Self-development action plan with rationale for inclusion of actions
	LO4	x			

Recommended Resources

Textbooks

Beard, C. and Wilson, J.P. (2018). *Experiential Learning: A Handbook for Education, Training and Coaching*. 4th Ed. London: Kogan Page.

Bolton, G. and Delderfield, R. (2018). *Reflective Practice: Writing and Professional Development*. 5th Ed. London: SAGE Publications.

British Psychological Society. (2018). *Safeguarding Children and Young People: Every Psychologist's Responsibility*. Leicester: British Psychological Society.

Fook, J. and Gardner, F. (2007). *Practising Critical Reflection: A Resource Handbook*. London: Open University Press.

Kagan, C., Burton, M., Duckett, P., Lawthom, T. and Siddiquee, A. (2019). *Critical Community Psychology: Critical Action and Social Change*. 2nd Ed. Abingdon: Routledge.

Kolb, D.A. (2014). *Experiential learning: Experience as the source of learning and development*. London: Pearson Education.

Schön, D.A. (2017). *The Reflective Practitioner: How Professionals Think in Action*. Abingdon: Routledge Press.

Shankar, R. (2009). 'Developing cultural competence in clinical psychology work with BEM communities', in Beinart, H., Kennedy, P. and Llewelyn, S. (eds.), *Clinical Psychology in Practice* (pp. 226–235). Chichester: Wiley.

Williams, K., Woolliams, M. and Spiro, J. (2020). *Reflective Writing*. 2nd Ed. London: Bloomsbury Publishing.

Websites

No recommendation.

Journals

Bennett-Levy, J. and Finlay-Jones, A. (2018) 'The role of personal practice in therapist skill development: A model to guide therapists, educators, supervisors and researchers', *Cognitive Behaviour Therapy*, 47(3), pp. 185–205. Available at: <https://doi.org/10.1080/16506073.2018.1434678>.

Berg, A. (2016) 'Reflective practice in infant mental health—A South African perspective', *Infant Mental Health Journal*, 37(6), pp. 684–691. Available at: <https://doi.org/10.1002/imhj.21605>.

Parikh, S.B., Janson, C. and Singleton, T. (2012) 'Video journaling as a method of reflective practice', *Counselor Education and Supervision*, 51(1), pp. 33–49. Available at: <https://doi.org/10.1002/j.1556-6978.2012.00003.x>.

Pompeo, A.M. and Levitt, D.H. (2014) 'A path of counselor self-awareness', *Counseling and Values*, 59(1), pp. 80–94. Available at: <https://doi.org/10.1002/j.2161-007X.2014.00043.x>.

Links

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO4	P6, P7, M4, D2
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO1, LO3	P4, M1, M3, D1
THEME 4: Professional and ethical practice		
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in counselling or a related field to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a learner workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in professional practice.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 6: Theoretical Perspectives in Counselling

Unit code: Y/650/3570

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

Theory provides counsellors with a framework by which to interpret and understand their client's behaviour, their thoughts and their feelings. Theory is rather like a road map that helps give counsellors direction so that they can operate consistently between what they understand, how they interpret the client and ultimately what action takes place between the client and the counsellor. Theory is also the channel by which research can take place, and research is how we know if a particular counselling approach is likely to be successful. This unit will educate students in what differentiates counselling professions from other therapeutic relationships and how theory and research play a role. The main theoretical approaches used in the counselling profession and the strengths of those approaches in relation to different client problems are examined. The role of research in understanding successful outcomes for clients with mild to moderate mental health problems is analysed. Students will also develop a critical understanding of the role of technology in the field of counselling, in particular the growth in online and internet-delivered counselling services.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain what the counselling profession is and its role in supporting people to change their behaviour or thought patterns
- LO2 Identify the main theoretical models of counselling used in the treatment of mild to moderate mental health issues
- LO3 Explore current research on successful outcomes in counselling for mild to moderate mental health issues
- LO4 Evaluate the benefits of digitalisation to counselling services.

Essential Content

LO1 **Explain what the counselling profession is and its role in supporting people to change their behaviour or thought patterns**

What are the counselling professions?

The emergence of the field, defining what a counsellor does, Gerard Egan's skilled helper model, counselling practice and its role within multi-disciplinary teams, etc.

Becoming a counsellor or psychotherapist:

Personal and professional development, conduct and training.

LO2 **Identify the main theoretical models of counselling used in the treatment of mild to moderate mental health issues**

Main categories of therapeutic approaches:

Psychoanalytic or psychodynamic, behavioural, cognitive and humanistic approaches, integrative approaches.

Other key approaches used in counselling:

E.g. eye movement desensitisation and reprocessing, art therapy, couples therapy, mindfulness-based stress techniques.

LO3 **Explore current research on successful outcomes in counselling for mild to moderate mental health issues**

The role of research in counselling:

Data, impact, evaluation, effectiveness.

Finding research in counselling:

Secondary and primary sources, using research databases.

Exploring a topic:

Contemporary issues in counselling psychology.

LO4 **Evaluate the benefits of digitalisation to counselling services**

Technology and therapy:

Apps, video conferencing, online support groups, text messages and other media devices

Regulation and digital interventions.

Technology, therapy and theory:

Health behaviour theory and technology interventions, e.g. health belief model, theory of planned behaviour, transtheoretical model and social cognitive theory, information theory, integrated frameworks for mental health and wellbeing.

Debates in online therapy:

Rules, security and ethics in online therapy

Advantages of online therapy and evidence of effectiveness

Research gaps.

Learning Outcomes and Assessment Criteria

Pass		Merit	Distinction
LO1 Explain what the counselling profession is and its role in supporting people to change their behaviour and thought patterns			LO1 and LO2 D1 Drawing on examples from own professional practice of interdisciplinary working, critically evaluate the role of the counsellor in bringing about behavioural change in their client(s).
P1 Describe the basic assumptions of the counselling profession and its role in behavioural change. P2 Describe the competencies of the therapist in bringing about behavioural change.	M1 Differentiate between the role of the counsellor and other healthcare professions in bringing about behavioural change in their clients.		
LO2 Identify the main theoretical models of counselling used in the treatment of mild to moderate mental health issues			
P3 Describe the basic assumptions of different theoretical models in counselling. P4 Explain the proposed origin of mental health issues in different models of counselling to inform treatments used in counselling services.	M2 Evaluate different theoretical models of counselling and their use in the treatment of specific clinical mild to moderate mental health issues.		

Pass		Merit	Distinction
L03 Explore current research on successful outcomes in counselling for mild to moderate mental health issues			L03 and L04 D2 Evaluate best-practice evidence that demonstrates the use of different counselling models in treating a diverse range of clients with mild to moderate problems in different localities.
P5 Describe the purpose of evidence-based practice for the treatment of mild to moderate mental health issues. P6 Describe different examples of research that provide evidence of how to achieve successful outcomes in counselling for mild to moderate mental health issues.	M3 Illustrate best practice in counselling for a diverse range of clients with mild to moderate mental health issues.		
L04 Evaluate the benefits of digitalisation to counselling services			
P7 Explain the strengths and limitations of using technology in counselling. P8 Explain the importance of ethics in online and internet delivered counselling.	M4 Critically reflect on the implications for the counsellor of adhering to a single model by which to deliver therapeutic interventions.		

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 6	LO1	x			Conference poster with questioning
	LO2	x			
	LO3	x			Conference presentation with questioning
	LO4	x			

Recommended Resources

Textbooks

Bager-Charleson, S. (2020). *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research*. London: Palgrave Macmillan.

Finlay, L. (2019). *Practical Ethics in Counselling and Psychotherapy: A Relational Approach*. London: SAGE Publications.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. 2nd Ed. London: SAGE Publications.

Weinberg, H. and Rolnick, A. (2019). *Theory and Practice of Online Therapy: Internet-delivered Interventions for Individuals, Groups, Families, and Organisations*. Abingdon: Routledge Press.

Websites

www.acto-org.uk/

Association for Counselling and Therapy
Online
(General reference)

Journals

Bucci, S., Schwannauer, M. and Berry, N. (2019) 'The digital revolution and its impact on mental health care', *Psychology and Psychotherapy: Theory, Research and Practice*, 92(2), pp. 277–297. Available at: <https://doi.org/10.1111/papt.12222>.

Carl, J.R., Jones, D.J., Lindhiem, O.J., Doss, B.D., Weingardt, K.R., Timmons, A.C. and Comer, J.S. (2022) 'Regulating digital therapeutics for mental health: Opportunities, challenges, and the essential role of psychologists', *The British Journal of Clinical Psychology*, 61, pp. 130–135. Available at: <https://doi.org/10.1111/bjc.12286>.

Nagarajan, M. and Yuvaraj, S. (2021) 'Mental health counsellors' perceptions on use of technology in counselling', *Current Psychology*, 40, pp. 1760–1766. Available at: <https://doi.org/10.1007/s12144-018-0104-4>.

Naslund, J.A., Aschbrenner, K.A., Kim, S.J., McHugo, G.J., Unützer, J., Bartels, S.J. and Marsch, L.A. (2017) 'Health behavior models for informing digital technology interventions for individuals with mental illness', *Psychiatric Rehabilitation Journal*, 40(3), pp. 325–335. Available at: <https://doi.org/10.1037/prj0000246>.

Stoll, J., Müller, J.A. and Trachsel, M. (2020) 'Ethical issues in online psychotherapy: A narrative review', *Frontiers in Psychiatry*, 10, article 993. Available at: <https://doi.org/10.3389/fpsy.2019.00993>.

van Velthoven, M.H., Cordon, C. and Challagalla, G. (2019) 'Digitization of healthcare organizations: The digital health landscape and information theory', *International Journal of Medical Informatics*, 124, pp. 49–57. Available at: <https://doi.org/10.1016/j.ijmedinf.2019.01.007>.

Zainudin, Z.N., Asri, A.S., Talib, M.A., Hassan, S.A., Ahmad, N.A. and Yusop, Y.M. (2020) 'The prevalence of cyber-counselling: A systematic literature review on effectiveness and preferences', *The International Journal of Academic Research in Business and Social Sciences*, 10(10), pp. 731–751. Available at: <http://dx.doi.org/10.6007/IJARBSS/v10-i10/7897>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 25: Research Methods in Counselling

Unit 32: Counselling-related Research

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO4	D2
THEME 2: Effective communication	LO4	P7
THEME 3: Protection and Health and Safety	LO1	P2
THEME 4: Professional and ethical practice	LO1, LO3, LO4	P2, P8, M3, D2
THEME 5: Technology in practice	LO4	P7, P8, M4, D2

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified, registered and experienced as a practitioner in counselling or applied psychology to cover the principles and skills development aspects of this unit. Tutors must be confident about engaging students in discussions around self-awareness and reflective practice.

Where in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in practice.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 7: Individual Differences

Unit code: L/650/3577

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

The study of individual differences is a branch of psychology that seeks to explain why people differ from one another and how it is possible to measure those differences. Knowledge of the field is key to counselling and psychology for two reasons: there are extensive individual differences in client responses to therapeutic interventions, and if we can understand the ways in which individuals differ, then it should be possible to develop tests that show the psychological dimensions into which people fall and consider implications for psychological practice.

The field of individual differences has a controversial history. For example, the idea that intelligence is fixed at birth and individuals only have a certain amount of it has led to divisive policies in education and healthcare provision. On the other hand, research in this area has led to important breakthroughs in such areas as understanding how classroom stereotypes develop in education, the impact of early childhood deprivation on development, and the effectiveness of early years enrichment programmes.

This unit will provide students with the opportunity to develop an understanding of why people differ from one another and evaluate how such differences should be best measured. Students will learn how the history of the field has shaped thinking on measurement, ethical standards and applied practice in neurodiversity. Students will evaluate arguments about the structure and function of cognitive abilities, examine why trait theories are widely thought to be the most useful way to study personality, and explore contemporary thinking on the nature of intelligence and personality and their relationship with emotional intelligence.

The study of individual differences is also a key topic for students pursuing careers in the caring and counselling professions because it provides knowledge essential to formulating a perspective on each client's individual world view. Understanding individual differences also supports progression for students who intend to continue their study of psychology in higher education. It is also a useful area for leaders and managers in developing an understanding of themselves and the teams they work with to facilitate working relationships.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain the history of individual differences and the measurement, ethical and other controversies it raises
- LO2 Compare approaches to the theory and measurement of intelligence
- LO3 Compare approaches to the theory and measurement of personality
- LO4 Examine the extent to which emotional intelligence can explain differences in our performance in occupational, health or clinical psychology.

Essential Content

LO1 Explain the history of individual differences and the measurement, ethical and other controversies it raises

The history of stigma, learning disabilities and racial differences:

The importance of literacy in the industrial age

The importance of literacy and increasing stigma

The eugenics movement of the late 19th and early 20th centuries, the concept of 'feeble-mindedness'

The emergence of non-verbal testing in the 20th century, e.g. the development of the Kempf test, Yerkes and the army tests of the First World War, and the eventual development of tests including Raven's matrices and the Wechsler intelligence scales.

The history and influence of measurement science:

Francis Galton's and contemporary links between the nervous system and intelligence

Alfred Binet and the development of the Stanford-Binet Scale, the misuse of the scale in the eugenics movement, Binet's influences on the psychology of metacognition in intelligence and ideas about cognitive styles, later picked up by theorists including Howard Gardner.

Contemporary issues relating to stigma and discrimination:

Test bias, stigma and discrimination

Arthur Jensen and the efficacy of education enrichment programmes

Neurodiversity.

LO2 **Compare approaches to the theory and measurement of intelligence**

The structure and measurement of intelligence:

The role of factor analysis in the structure and function of intelligence

Charles Spearman's 'g factor' and Thurstone's response to Spearman

John Carroll's strata model

Raymond Cattell and fluid vs crystallised intelligence.

Multiple intelligences:

Howard Gardner and multiple intelligences

Evaluating the evidence base

Intelligences or talents, personality traits and abilities

Autism and multiple intelligences.

Intelligence and neuroscience:

Francis Galton's work on head size revisited

Head size and neural efficiency

Genes, cells and brain areas

Epigenetics.

The implications and impact of theories and measurement of intelligence on different individuals and communities:

Cultural and racial bias

Neurodiversity and disability bias

Gender bias.

LO3 **Compare approaches to the theory and measurement of personality**

State theories of personality:

State or psychodynamic approaches to personality, e.g. Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney

The relationship between psychodynamic models of personality and psychotherapeutic approaches, e.g. psychoanalysis.

Trait theories of personality:

E.g. Hans Eysenck, Raymond Cattell, Paul Costa and Robert McCrae, Lewis Goldberg

The relationship between trait measures of personality and the development of psychometric tests.

Humanistic models of personality:

E.g. Carl Rogers, George Kelly, Abraham Maslow

The relationship between humanistic models of personality and psychotherapeutic approaches, e.g. humanistic counselling.

LO4 **Examine the extent to which emotional intelligence can explain differences in occupational, health or clinical psychology**

Emotional intelligence:

The field of social intelligence

Edward Thorndike's approach – managing interpersonal situations

Howard Gardener's approach – interpersonal and intrapersonal intelligences in multiple intelligence theory

Emotional quotient (EQ) and the work of Mayer and Salovey

The four branches of EQ – perceiving emotions, using emotion to facilitate thought, understanding emotion and managing emotions.

Applications of emotional intelligence:

The role of emotional intelligence in occupational, health or clinical psychology, e.g. differences in our attitudes, wellbeing and behaviour and how that manifests in relationships and conflict management, empathy and understanding of others, therapeutic environments, organisational performance.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain the history of individual differences and the measurement, ethical and other controversies it raises		LO1 and LO2 D1 Critically analyse the lessons learned from the history of individual differences and how these have shaped contemporary approaches to research and applied practice in intelligence and abilities.
P1 Explain the history of individual differences and the measurement, ethical and other controversies it raises. P2 Explain the ways in which the modern field of individual differences has been shaped by early pioneers in the field.	M1 Analyse the lessons learned from the history of individual differences by exploring the strengths and weaknesses of the field and current implications for practice.	
LO2 Compare approaches to the theory and measurement of intelligence		
P3 Compare key theories and their relationship to the measurement of intelligence and abilities. P4 Compare the contemporary evidence for single vs modality models of intelligence.	M2 Evaluate the contemporary evidence regarding the nature of intelligence and its measurement.	

Pass	Merit	Distinction
LO3 Compare approaches to the theory and measurement of personality		LO3 and LO4 D2 Evaluate the relationship between personality and emotional intelligence and the understanding of differences in attitudes, wellbeing and behaviour.
P5 Compare key theories of personality and their impact on applied practice. P6 Compare the evidence for trait vs state theories of intelligence and their impact on applied practice.	M3 Analyse the evidence for trait vs state theories of personality and how that evidence is useful to applied practice.	
LO4 Examine the extent to which emotional intelligence can explain differences in our performance in occupational, health or clinical psychology		
P7 Discuss the extent to which emotional intelligence can explain differences in our attitudes, wellbeing and behaviour.	M4 Analyse emotional intelligence in terms of its relationship to differences in human attitudes, wellbeing and behaviour.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 7	LO1	x			Evidence-based essay and brief presentation on one element of the essay
	LO2	x			
	LO3	x			
	LO4	x			

Recommended Resources

Textbooks

Cooper, C. (2021). *Individual Differences and Personality*. 4th Ed. London: Routledge Press.

Websites

www.inc.com

INC.

“Actually, people with larger heads really do tend to be smarter, but not for the reason you might think”

(Article)

www.multipleintelligencesoasis.org

MI Oasis

“Howard Gardner’s official authoritative site of multiple intelligences”

(General reference)

www.scientificamerican.com

Scientific American MIND

“Does brain size matter?”

(Article)

Journals

Crespi, B.J. (2016) 'Autism as a disorder of high intelligence', *Frontiers in Neuroscience*, 60, article 300. Available at: <http://doi.org/10.3389/fnins.2016.00300>.

Genç, E., Fraenz, C., Schlüter, C., Fridrich, R., Rüdinger, H, Voelke, M.C., Ling, J.M. *et al.* (2018) 'Diffusion markers of dendritic density and arborization in gray matter predict differences in intelligence', *Nature Communications*, 9, article 1905. Available at: <https://doi.org/10.1038/s41467-018-04268-8>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 13: Person-centred Approaches to Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO1	P1, P2, M2, D1
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO3	P5, P6, M3
THEME 5: Technology in practice		

Essential requirements

Tutors should have experience of research in social sciences and preferably in counselling research.

Students must have access to academic literature on counselling and psychotherapy and to relevant professional journals.

Delivery

A review of research terminology and basic methodological techniques is recommended to introduce the unit. Tutor input will be required for students to understand philosophical perspectives underpinning individual differences. It would be helpful to discuss and analyse different research reports and input for research-active professionals.

Students must have a commitment to demonstrate equal opportunities, non-discriminatory practice and cross-cultural counselling.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Evidence for assessment could be in the form of a written report and analysis. Any supporting artefacts should be included in assessed work (for example, consent documents, questionnaires, interaction schedules, transcripts and presentation tools, e.g. PowerPoint slides).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 8: Digital Approaches in Caring Professions

Unit code: M/650/3578

Unit type: Core

Unit level: 4

Credit value: 15

Introduction

Healthcare has rapidly shifted in the last decade from a paper-driven industry to one whose infrastructure, appointment, diagnostic and treatment systems are now largely electronic. Whether it be through smart watches and phone apps for monitoring our health, online counselling through video conference, digital systems for booking health services or the use of artificial intelligence and big data to diagnose and predict disease trajectories, digital systems are now a visible part of our healthcare.

These e-health systems are designed to improve access to, and outcomes from, an increasingly complex healthcare landscape that integrates primary and secondary care, mental health and social services: good digitalisation results in a more efficient NHS and better management of complex cases. The COVID-19 pandemic accelerated the adoption of digital approaches to healthcare management. Its impact has been described as waving a digital wand over the NHS (McAllister, 2021), pushing aside years of bureaucracy and creating fresh new approaches to healthcare management.

This unit examines the impact and benefits of digital approaches to healthcare management. Students will explore the role of digitalisation in healthcare management in supporting children to experience the best start in life, people to age well and the prevention of illness and reduction of health inequalities. The unit will introduce students to the terminology and complexities of digital healthcare IT systems (also known as modules). The relative benefits of what is known as ‘best-of-breed’ strategies vs the ‘big electronic health record’ strategy are analysed for their capacity to provide a holistic view of complex clinical patient information and to reduce the healthcare carbon footprint. The competencies and capabilities that healthcare practitioners working in healthcare settings need to work effectively in e-health are analysed and students will have the opportunity to apply their learning to real-life scenarios.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Evaluate the role of digital and e-health systems in improving healthcare outcomes for patients
- LO2 Analyse the ethical, legal, political and sociocultural factors that influence the appropriate and effective use of e-health and digital systems in the UK and internationally
- LO3 Analyse how online information is changing the relationship between healthcare providers and patients
- LO4 Apply understanding of e-health research to real-life health scenarios.

Essential Content

LO1 **Evaluate the role of digital and e-health systems in improving healthcare outcomes for patients**

The NHS eHealth care system, and other similar healthcare systems:

The role of digitalisation in the sustainability and transformation of the NHS and other healthcare systems, e.g. preventing illness and tackling health inequalities and the healthcare carbon footprint

Staff well-being and development, e.g. digital competencies in the handling of sensitive information (e.g. job and role expectations), organisational culture and workflows.

e-health and the patient journey:

E.g. the role of e-healthcare in GP referrals, emergency visits, patient and elective admissions, discharge and clinical coding, community care

The effectiveness of IT portal technology in e-health

Enabling technologies.

Digital healthcare IT systems:

Digital policy and its role in effective information management, team working and patient outcomes

Digital healthcare modules, e.g. 'best-of-breed' strategies vs the 'big electronic health record'

The benefits of interoperability, e.g. the dangers of stand-alone systems, speed of healthcare access.

LO2 **Analyse the ethical, legal, political and sociocultural factors that influence the appropriate and effective use of e-health and digital systems in the UK and internationally**

Information governance and security:

Legal and ethical factors, e.g. legal frameworks and the role of governance in supporting the management, storage, handling and sharing of patient information

Data mining and data ownership

Client data security when using off-the-shelf products, e.g. Skype, Zoom, Teams, Google Meet etc.

Sociocultural and political factors:

E-health literacy

Digital inclusion and exclusion

Digital technology and the political determinants of health inequities nationally and globally

Big tech and its potential misalignment with healthcare goals and values

Working practices of commercial interests.

LO3 Analyse how online information is changing the relationship between healthcare providers and patients

The role of the internet as a source of health-related information:

Reducing inequalities, increasing inequalities

Challenges for online self-diagnosis

Improving online symptom-checker applications

Assessing risk using e-health systems

The rise of misinformation and conspiracy.

LO4 Apply understanding of e-health research to real-life health scenarios

Patient–healthcare provider partnership:

Improving access for marginalised groups.

Research and application:

Case studies, qualitative studies and clinical trials.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate the role of digital and e-health systems in improving healthcare outcomes for patients		LO1 and LO2 D1 Drawing on evidence from research, policy and practice, critically evaluate the benefits and challenges that the rise in digital and e-health systems bring to healthcare professionals and users of the NHS.
P1 Explain the role of digital and e-health healthcare systems in the NHS or similar healthcare systems. P2 Assess how digitalisation and e-health systems fit in the long-term plan for healthcare in the UK or learner’s home country.	M1 Evaluate the increasing role of digital and e-health systems in improving healthcare outcomes for patients.	
LO2 Analyse the ethical, legal, political and sociocultural factors that influence the appropriate and effective use of e-health and digital systems in the UK and internationally		
P3 Explain how e-health and digital systems benefit from regulation and governance. P4 Describe the factors that influence the appropriate and effective use of e-health and digital systems in the NHS.	M2 Analyse the ethical, legal, political and sociocultural factors that influence the appropriate and effective use of e-health and digital systems in the UK and internationally.	

Pass	Merit	Distinction
LO3 Analyse how online information is changing the relationship between healthcare providers and patients		LO3 and LO4 D2 Drawing on evidence from research, case studies and professional practice, critically evaluate principles and procedures that practitioners can apply to improve e-health outcomes for patients and practitioners.
P5 Assess how online information is changing the relationship between healthcare providers and patients. P6 Describe the relationship between online information and good healthcare outcomes.	M3 Analyse how online information is changing the relationship between healthcare providers and patients.	
LO4 Apply understanding of e-health research to real-life health scenarios		
P7 Review the role that practitioners and patients play in ensuring good outcomes from the use of technology in healthcare. P8 Drawing on your professional practice, discuss the role that research can play in improving processes, experiences and outcomes for users of e-health systems.	M4 Drawing on evidence from your professional practice, make recommendations for improving an e-health system that you are familiar with.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 8	LO1	x		x	Evidence-based proposal or business plan and brief in-person presentation to peer group
	LO2	x		x	
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

McAllister, G. (2022). *An Introduction to Digital Healthcare in the NHS*. 3rd Ed. London: McAllister.

National Academies of Sciences, Engineering, and Medicine; Health and Medicine Division; Board on Population Health and Public Health Practice; Committee on Community-Based Solutions to Promote Health Equity in the United States (2017). 'The root causes of health inequity', in Baciu, A., Negussie, Y., Geller, A. *et al.* (eds.) *Communities in Action: Pathways to Health Equity*. Washington DC: National Academies Press.

Websites

www.digitalhealth.net

Digital Health

“Why best of breed doesn’t mean complexity and compromise for the NHS”

(Article)

www.england.nhs.uk

NHS England

“Digital transformation and the application of technology”

(General reference)

www.england.nhs.uk

NHS England

“A new service model for the 21st century”, in Delivering a ‘Net Zero’ National Health Service, section 4.1.1. pp. 37–44

(Report)

Journals

Amaral-Garcia, S., Nardotto, M., Propper, C. and Valletti, T. (2020) ‘Mums go online: Is the internet changing the demand for healthcare?’ CESifo working paper 8732. Available at <http://dx.doi.org/10.2139/ssrn.3744595>.

Brunner, M., McGregor, D., Keep, M., Janssen, A., Spallek, H., Quinn, D., Jones, A. *et al.* (2018) ‘An eHealth capabilities framework for graduates and health professionals: Mixed-methods study’, *Journal of Medical Internet Research*, 20(5), e10229. Available at: <https://doi.org/10.2196/10229>.

Ceney, A., Tolond, S., Glowinski, A., Marks, B., Swift, S. and Palser, T. (2021) ‘Accuracy of online symptom checkers and the potential impact on service utilisation’, *PLOS ONE*, 16(7), e0254088. Available at: <https://doi.org/10.1371/journal.pone.0254088>.

Currie, M., Philip, L.J. and Roberts, A. (2015) ‘Attitudes towards the use and acceptance of eHealth technologies: A case study of older adults living with chronic pain and implications for rural healthcare’, *BMC Health Services Research*, 15, article 162. Available at: <https://doi.org/10.1186/s12913-015-0825-0>.

Konttila, J., Siira, H., Kyngäs, H., Lahtinen, M., Elo, S., Kääriäinen, M., Kaakinen, P. *et al.* (2019) ‘Healthcare professionals’ competence in digitalisation: A systematic review’, *Journal of Clinical Nursing*, 28(5–6), pp. 745–761. Available at: <https://doi.org/10.1111/jocn.14710>.

Leonard, M.J. and Philippe, F.L. (2021) 'Conspiracy theories: A public health concern and how to address it', *Frontiers in Psychology*, 12, article 682931. Available at: <https://doi.org/10.3389/fpsyg.2021.682931>.

Meskó, B., Drobni, Z., Bényei, É., Gergely, B. and Györffy, Z. (2017) 'Digital health is a cultural transformation of traditional healthcare', *mHealth*, 3(9), p. 38. Available at: <https://doi.org/10.21037/mhealth.2017.08.07>.

Rodrigues J.J.P.C., De Rezende Segundo, D.B., Junquiera, H.A., Sabino, M.H., Prince, R.M., Al-Muhtadi, J. and De Albuquerque, V.H.C. (2018) 'Enabling technologies for the internet of health things', *IEEE Access*, 6, pp. 13129–13141. Available at: <https://doi.org/10.1109/ACCESS.2017.2789329>.

Storeng, K.T., Fukuda-Parr, S., Mahajan, M. and Venkatapuram, S. (2021) 'Digital technology and the political determinants of health inequities: Special issue introduction', *Global Policy*, 12(56), pp. 5–11. Available at: <https://doi.org/10.1111/1758-5899.13001>.

Swire-Thompson, B. and Lazer, D. (2020) 'Public health and online misinformation: Challenges and recommendations', *Annual Review of Public Health*, 41, pp. 433–451. Available at: <https://doi.org/10.1146/annurev-publhealth-040119-094127>.

Torous, J., Jän Myrick, K., Rauseo-Ricupero, N. and Firth, J. (2020) 'Digital mental health and COVID-19: Using technology today to accelerate the curve on access and quality tomorrow', *JMIR Mental Health*, 7(3), e18848. Available at: <https://doi.org/10.2196/18848>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 25: Research Methods in Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO1, LO2, LO3, LO4	P2, P5, P6, M1, M3, D1, D2
THEME 2: Effective communication	LO1, LO4	P7, P8, M3, M4, D1, D2
THEME 3: Protection and Health and Safety	LO2, LO3	M2, D2
THEME 4: Professional and ethical practice	LO1, LO2, LO3	P3, P4, M2, M3, D1
THEME 5: Technology in practice	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D2

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Unit 9: Counselling Skills Development and Practice

Unit code: K/650/3585

Unit type: Core

Unit level: 5

Credit value: 30

Introduction

Working as an accredited counsellor places the practitioner in a position of trust and responsibility. It is paramount that practitioners develop the skills required to practise safely and avoid causing harm to clients. Accrediting bodies, including the British Association for Counselling and Psychotherapy (BACP) and the UK Council for Psychotherapy (UKCP), approve courses to ensure trainee counsellors are taught the required skills to qualify and become accredited. Once accredited, counsellors will need to abide by the accrediting body's professional and ethical standards to maintain and govern safe practice.

The purpose of this unit is to provide students with an understanding of the skills required to develop as a counsellor, theoretically and practically.

Students will gain the professional skills and knowledge that underpin counselling practice by covering topics including: ethical frameworks and safeguarding; the process of client assessment; formulation and treatment considerations; how to develop, maintain and end a counselling relationship; reflective practice.

On completion of the unit, students will understand the general content of ethical frameworks and how these are applied to and inform counselling practice. Working with clients requires counsellors to assess their therapeutic needs and formulate these into a plan for treatment. Students will understand how to conduct this process with clients, the ongoing nature of the process in counselling, and the role of supervision within it. The process of assessment, formulation and treatment needs to take place in the context of a sound therapeutic relationship; therefore, this unit will also enable students to develop the skills to develop, manage and end a therapeutic relationship. Finally, the unit will enable students to understand the role of reflection and self-awareness in developing the skills required to practise as a counsellor.

NB This unit must be completed prior to commencing *Unit 28: Mental Health: Distress and Disorder*.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Discuss ethical frameworks and laws that bind counselling practice and safeguard clients
- LO2 Examine the process of client assessment, formulation and considerations for treatment
- LO3 Explain how to develop, manage and end a therapeutic relationship in a counselling setting
- LO4 Reflect on how personal and professional development influences own therapeutic work.

Essential Content

LO1 **Discuss ethical frameworks and laws that bind counselling practice and safeguard clients**

Ethical frameworks and laws:

Review of the purposes of ethical frameworks

Application of professional bodies' ethical frameworks to practise, e.g. British Association for Counselling and Psychotherapy (BACP) and UK Council for Psychotherapy (UKCP)

Professional limitations and processes for referral, including examples from practice

Current legislation relating to data protection, Health and Safety, equal opportunities, mental health, human rights, children and confidentiality and relationship to the counselling profession.

Application of ethical frameworks to counselling practice:

How ethical frameworks guide and promote counselling practice

Applying ethical frameworks to resolve conflict and respond to ethical dilemmas

The role of supervision in maintaining adherence to ethical frameworks.

LO2 Examine the process of client assessment, formulation and considerations regarding treatment

Assessment and formulation:

The role and process of counselling assessment

How assessment informs counselling practice

The collaborative approach to assessment

The process of assessing for risk

The role of supervision in assessment

How and when to refer clients on following assessment

Use of measures to guide and monitor counselling

The '5 Ps' of formulation – presenting problem(s), predisposing factors, precipitating factors, perpetuating factors, protective factors

How assessment informs formulation.

Treatment considerations:

Factors to consider when deciding on potential treatment options

How treatment options are collaboratively agreed, communicated and reviewed

The influence of the theoretical approach on treatment considerations.

LO3 Explain how to develop, manage and end a therapeutic relationship in a counselling setting

Develop a therapeutic relationship:

The process of developing a therapeutic relationship

Qualities of a good therapeutic relationship

Contracting and boundary-setting

Development of the core conditions and an effective therapeutic relationship

The role of self-awareness in the process of developing a therapeutic relationship

The importance of developing an effective therapeutic relationship.

Managing and ending a therapeutic relationship:

Maintaining boundaries in an ongoing therapeutic relationship

Responding to ruptures in the therapeutic relationship

The role of supervision in managing and ending a therapeutic relationship.

LO4 Reflect on how personal and professional development influences own therapeutic work

Personal development in relation to therapeutic work:

Methods of personal development

The role of self-awareness in personal development and its effect on interactions with service users

How effective personal development can influence therapeutic work

How own therapy and supervision can promote personal development.

Professional development in relation to therapeutic work:

Methods of professional development

Professional bodies' guidance on continuing professional development (CPD) (e.g. BACP and UKCP) and use in own practice

The role of supervision in professional development

How professional development influences therapeutic work

The role of feedback and appraisal processes in professional development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Describe ethical frameworks and laws that bind counselling practice and safeguard clients		LO1 and LO2 D1 Critically appraise the role of ethical frameworks and laws in the process of client assessment, formulation and treatment considerations.
P1 Assess the impact of ethical frameworks on counselling practice. P2 Review how ethical frameworks and legislation safeguard counsellors and clients.	M1 Examine how ethical frameworks and legislation influence outcomes for clients.	
LO2 Examine the process of client assessment, formulation and considerations for treatment		
P3 Assess the importance of assessment in the counselling process. P4 Review what factors need to be considered when deciding whether to work with a client or to refer them on.	M2 Demonstrate the process of assessment, formulation and treatment considerations for two different client scenarios.	

Pass	Merit	Distinction
L03 Explain how to develop, manage and end a therapeutic relationship in a counselling setting		L03 and L04 D2 Critically evaluate the counselling skills interventions used and their impact on the therapeutic relationship, self and the client in the simulated scenarios in P5 and P6.
P5 Demonstrate in a recorded simulated scenario how to develop and maintain a therapeutic relationship. P6 Demonstrate in a recorded simulated scenario how to end a therapeutic relationship.	M3 Transcribe the recorded sessions in P5 and P6 and comment on the process of therapy in the transcript.	
L04 Reflect on how personal and professional development influences own therapeutic work		
P7 Discuss methods for personal and professional development. P8 Create a reflective journal for completion during the programme.	M4 Produce a personal and professional development plan to follow through the programme.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 9	LO1	x			Examples of client assessments/risk assessments, with evidence-based justification for actions proposed and related reflective practice logs
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x		x	Examples of CPD that meet a relevant professional body's requirements

Recommended Resources

Textbooks

Bager-Charleson, S. (2020). *Reflective Practice and Personal Development in Counselling and Psychotherapy*. 2nd Ed. London: SAGE Publications.

Budd, K., McKeever, S., Postings, T. and Price, H. (2019). *A Student's Guide to Therapeutic Counselling*. London: SAGE Publications.

Sanders, P., Frankland, A. and Wilkins, P. (2009). *Next Steps in Counselling Practice. A Students' Companion for Degrees, HE Diplomas and Vocational Courses*. 2nd Ed. Monmouth: PCCS Books.

Websites

www.thecounsellorsguide.co.uk/

The Counsellor's Guide

"Counselling and self awareness"

(Article)

Journals

Pieterse, A., Lee, M., Ritmeester, A. and Collins, N. (2013) 'Towards a model of self-awareness development for counselling and psychotherapy training', *Counselling Psychology Quarterly*, 26(2), pp. 190–207. Available at: <https://doi.org/10.1080/09515070.2013.793451>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication	LO3	P5, P6, D2
THEME 3: Protection and Health and Safety	LO1	P2
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P5, P6, P7, P8, M2, M3, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: <https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/>.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

P5 and P6 simulated scenarios should span at least six sessions in total to provide the evidence for developing, maintaining and ending a therapeutic relationship.

M3 requires the production of a therapy process report.

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit code: L/650/3586

Unit type: Core

Unit level: 5

Credit value: 15

Introduction

The development of safe and congruent therapeutic relationships is central to the practice of counselling and psychotherapy. Practitioners and clients each bring personal and social contexts and experiences into the therapeutic relationship; these form part of the dynamic of therapy and must therefore be carefully considered and managed in the therapy space. Difference and diversity will hold a variety of meanings for all participants in the therapeutic relationship, and the ability to thoughtfully navigate working with diversity in the therapy room is an essential element of ethical practice.

In this unit, students will consider the importance of cultural competence across all elements of therapeutic practice. By exploring relevant theory, barriers to access, the impact of oppression-based trauma and the benefits of working directly with difference in the therapy room, students will reflect on their own experiences and backgrounds and the implications for practice.

On completion of this unit, students will: have developed a critical understanding of the barriers and inequalities faced by diverse clients in a range of contexts; be able to assess the impact of their own social contexts on their practice; be able to critically reflect on their cultural competence, working sensitively and knowledgeably with the needs of diverse clients.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explore the importance of cultural competence when working with clients from diverse backgrounds
- LO2 Assess barriers to therapy for people from marginalised or disadvantaged groups
- LO3 Review cultural competence in own practice
- LO4 Assess the effects of, and means to address, difference in the therapeutic relationship, with consideration to both the client and the therapist's cultural and social contexts.

Essential Content

LO1 **Explore the importance of cultural competence when working with clients from diverse backgrounds**

Components of cultural competence:

Awareness of microaggressions and stereotypes

Impact of own unconscious bias

Privilege and systemic oppression

Intersectionality

Anti-oppressive practice

Difference in the therapy room

Racial, ethnic and oppression-based trauma, including intergenerational trauma.

Contemporary theory overview:

Queer theory

Feminist theory

Transcultural therapy

Intersectionality in therapy

Neurodiversity.

Inclusive practice:

Impact of privilege

Exclusion and inequality

Ableism

Racial, ethnic and oppression-based trauma.

LO2 **Assess barriers to therapy for people from marginalised or disadvantaged groups**

Barriers to accessing therapy:

Building access, e.g. stairs, appropriate facilities

Access to translators and British Sign Language (BSL)-trained therapists

Financial barriers – waiting lists, appropriate provision

Travel limitations

Access to therapists with similar cultural backgrounds – representation in the profession.

Barriers to relating:

Communication issues, e.g. language, disability

Cultural awareness of the practitioner

Racial, ethnic or other oppression-based trauma

Unacknowledged privilege and power in the therapy room.

Systemic barriers:

Therapeutic theory's white, Western-centric cultural perspectives

Therapy's history of systemic oppression, e.g. conversion 'therapy', 'hysteria', historical racism and ableism.

Ethical and legal considerations:

Membership body guidance on equality

Equality law.

LO3 Review cultural competence in own practice

Impact of self:

Impact of own social contexts on practice

Prejudice and stereotypes, including microaggressions

Impact of personal experiences of inclusion and/or exclusion

Attitudes to and feelings about working with difference.

Knowledge:

Active ongoing cultural learning

Recognising gaps in knowledge

Recognising diversity as relevant to all therapeutic theory and practice.

LO4 Assess the effects of, and means to address, difference in the therapeutic relationship, with consideration to both the client and the therapist's cultural and social contexts

Privilege, power and difference in the therapeutic relationship:

Socio-economic status

Educational

Environment, geography

Racial and ethnic

Religious

Gender diversity

Age

Disability

Professional power.

Prejudice, stereotyping and bias:

Impact of therapist's biases

Impact of client's biases

Assumptions implicit in therapeutic practice, e.g. cultural norms.

Addressing difference:

Recognising own cultural and social contexts and their impact

Avoiding microaggressions

Awareness of impact of trauma connected to discrimination.

Proactive self-education on issues of race, culture and oppression outside the therapy room:

Addressing difference directly in the therapy room

Difference as part of the therapy.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Explore the importance of cultural competence when working with clients from diverse backgrounds		L01 and L02 D1 Critically examine the challenges and benefits of developing cultural competence and anti-oppressive practice, considering the impact of practical, relational and structural barriers to therapy for diverse client groups.
P1 Examine the key components of cultural competence for counsellors and psychotherapists working with clients from diverse backgrounds. P2 Discuss the relevance of cultural awareness to counselling practice.	M1 Reflect on the ways in which counselling practice with diverse clients is enhanced by cultural awareness, with reference to appropriate theory.	
L02 Assess barriers to therapy for people from marginalised or disadvantaged groups		
P3 Reflect on barriers to accessing and engaging in therapy for clients from diverse backgrounds. P4 Evaluate the key ethical and legal responsibilities regarding equality in therapeutic practice.	M2 Examine the historic and systemic factors that contribute to barriers to therapy for people from diverse backgrounds and how to negate these.	

Pass	Merit	Distinction
L03 Review cultural competence in own practice		L03 and L04 D2 Critically reflect on the roles of difference and diversity, privilege and power in own therapeutic practice, including areas for further development.
P5 Reflect on own social background and experiences of inclusion or exclusion. P6 Discuss areas of strength and gaps in own cultural awareness.	M3 Critically assess own cultural competence and implications for practice.	
L04 Assess the effects of, and means to address, difference in the therapeutic relationship, with consideration to both the client and the therapist's cultural and social contexts		
P7 Discuss factors that can contribute to unequal power dynamics in the therapeutic relationship. P8 Explore ways in which therapists can work proactively with difference and diversity, inside and outside the therapeutic space.	M4 Examine the importance of understanding the impact of racial and oppression-based trauma when working with people from marginalised groups.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 10	LO1	x		x	Evidence-based reflective account of own practice, including action plan for own development
	LO2	x		x	
	LO3	x		x	
	LO4	x		x	Lead short discussion with peer group

Recommended Resources

Textbooks

Cockersell, P. (2018). *Social Exclusion, Compound Trauma and Recovery: Applying Psychology, Psychotherapy and PIE to Homelessness and Complex Needs*. London: Jessica Kingsley Publishers.

Cousins, S. (2019). *Overcoming Everyday Racism: Building Resilience and Wellbeing in the Face of Discrimination and Microaggressions*. London: Jessica Kingsley Publishers.

DiAngelo, R.J. (2019). *White Fragility: Why It's so Hard for White People to Talk about Racism*. Boston, MA: Beacon Press.

Eddo-Lodge, R. (2018). *Why I'm No Longer Talking to White People about Race*. London: Bloomsbury Publishing.

Frankish, P. (2015). *Disability Psychotherapy: An Innovative Approach to Trauma-Informed Care*. London: Karnac Books.

Haines, S. (2019). *The Politics of Trauma: Somatics, Healing and Social Justice*. New York: North Atlantic Books.

Hawn, T. (2020). *Cultural Awareness in Therapy with Trans and Gender Non-Conforming Adults and Older People: A Practical Guide*. London: Jessica Kingsley Publishers.

Hope, S. (2019). *Person-Centred Counselling for Trans and Gender Diverse People: A Practical Guide*. London: Jessica Kingsley Publishers.

Iantaffi, A. (2020). *Gender Trauma: Healing Cultural, Social, and Historical Gendered Trauma*. London: Jessica Kingsley Publishers.

Kearney, A. and Proctor, G. (2018). *Counselling, Class and Politics: Undeclared Influences in Therapy*. 2nd Ed. Monmouth: PCCS Books.

Kewell, H. (2019). *Living Well and Dying Well: Tales of Counselling Older People*. Monmouth: PCCS Books.

Lago, C. (2011). *The Handbook of Transcultural Counselling and Psychotherapy*. London: Open University Press.

Lago, C. and Smith, B. (2010). *Anti-Discriminatory Practice in Counselling and Psychotherapy*. 2nd Ed. London: SAGE Publishing.

McKenzie-Mavinga, I. (2016). *The Challenge of Racism in Therapeutic Practice: Engaging with Oppression in Practice and Supervision*. 2nd Ed. Basingstoke: Palgrave Macmillan.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma And The Pathway To Mending Our Hearts And Bodies*. Las Vegas: Central Recovery Press.

Proctor, G. (2017). *The Dynamics of Power in Counselling and Psychotherapy: Ethics, Politics and Practice*. Monmouth: PCCS Books.

Turner, D. (2021). *Intersections of Privilege and Otherness in Counselling and Psychotherapy: Mockingbird*. Abingdon: Routledge.

Websites

Refer to the relevant subject page on HN Global for suitable web resources for this unit.

Journals

Artman, L.K. and Daniels, J.A. (2010) 'Disability and psychotherapy practice: Cultural competence and practical tips', *Professional Psychology: Research and Practice*, 41(5), pp. 442–448. Available at: <https://doi.org/10.1037/a0020864>.

Prunas, A. (2019) 'The pathologization of trans-sexuality: Historical roots and implications for sex counselling with transgender clients', *Sexologies*, 28(3), e54–e60. Available at: <https://doi.org/10.1016/j.sexol.2019.06.002>.

Taylor, S., Charura, D., Williams, G., Shaw, M., Allan, J., Cohen, E., Meth, F. and O'Dwyer, L. (2020) 'Loss, grief and growth-interpretative phenomenological analysis of trauma in asylum-seekers and refugees', *Traumatology*. Available at: <https://doi.org/10.1037/trm0000250>.

Turner, D. (2018, June) 'Privilege, shame and supremacy', *Therapy Today*, pp. 30–33. Available at: <https://www.dwightturnercounselling.co.uk/wp-content/uploads/2021/06/30-33F1PRIVILEGE-Copy.pdf>.

Turner, D., Callaghan, J. and Gordon-Finlayson, A. (2017) 'Being the other: A creative exploration of the identity of the other', *British Journal of Play Therapy*, 12, 22–34.

Available at:

https://www.researchgate.net/publication/315686028_Being_the_Other_A_Creative_exploration_of_the_experience_of_being_the_Other.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D2
THEME 2: Effective communication	LO2	P3
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P1, P2, P4, P5, M1, M3, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in therapeutic counselling to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in practice.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 11: Risk and Assessment (Pearson-set)

Unit code: M/650/3587

Unit type: Core

Unit level: 5

Credit value: 30

Introduction

Risk and assessment are imperative to the outcomes of therapy and need to be considered throughout the process of therapy. Risk and assessment enable the therapist to weigh up not only risk factors (including factors that increase the likelihood of harm) but also factors that operate protectively, including the support of family and friends and coping mechanisms. Risk assessment is carried out collaboratively throughout the process of counselling and is intended to prevent or minimise the risk of significant harm. Through assessment the counsellor can gain a holistic understanding of the client that will inform pathways for treatment and support. Ongoing client and risk assessment should be undertaken throughout the course of therapy as the client's needs may change. It is important for the counsellor to be aware of the dynamics within the therapeutic relationship and their role in the dynamic to inform understanding of the therapeutic process. Counsellors need to have mechanisms (for example, continuing professional development) in place to evaluate their practice and stay abreast of theory and research to inform their clinical work.

The purpose of this unit is to develop confidence and skills in the process of client assessment, risk assessment and understanding how to manage risk. The unit will explore the ways in which counsellors need to be aware of their own professional scope and limitations, along with those of their practice, in assessing risk and enabling collaborative decisions to be made regarding treatment options and referral routes.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Evaluate the role of the practitioner in managing clients at risk
- LO2 Examine the relationship between the practitioner, the supervisory process and professionalism
- LO3 Identify best practice in client assessment
- LO4 Analyse client risk through assessment.

Essential Content

LO1 Evaluate the role of the practitioner in managing clients at risk

Risk and preventative factors:

Risk, e.g. previous attempts at suicide, substance abuse, a history of sexual abuse, mental illness, having a protection plan or being on a child protection register, poor school attendance

Indicators, e.g. suicidal thoughts, risky behaviours, hair pulling, difficulty maintaining eye contact, unkempt appearance, injuries

Preventative factors, e.g. counselling attendance and engagement, family support, coping strategies and self-care

The role of collaborative working, e.g. drawing up collaborative plans to improve the client's situation, plans for managing the client between sessions, involvement of other individuals (e.g. parents, teachers, employers, mental health registered nurses, social workers, etc.)

Professionalism

Professional standards and ethics, continuing professional development, etc.

Risk management or crisis plans:

Responding to imminent risk, e.g. urgent immediate referral, multi-disciplinary support for clients at risk, formulation of crisis/risk management plans.

Managing the therapeutic relationship:

Identify ruptures in the therapeutic relationship

Boundaries – understand how to prevent and repair ruptures, e.g. managing breaks or holidays, exploring relational difficulties with the client

Understanding how factors of difference may influence the therapeutic relationship, e.g. race, gender.

LO2 Examine the relationship between the practitioner, the supervisory process and professionalism

The self and the therapeutic relationship:

How the self influences client work, e.g. personal experiences, parallel process, giving and receiving feedback, beliefs, values, guilt, fear of litigation, blame from client's family

How to increase self-awareness and self-development, e.g. supervision, counselling, group process

Critical appraisal of theory and research in relation to own practice, e.g. audit and evaluate own practice

Communicate practice outcomes and effectiveness.

Supervision:

Purpose of supervision, e.g. supporting sustainability and resilience, quality, professional standards, ethics and professional conduct

Models of supervision, e.g. the role of education, professional autonomy, regulation, the supervisory alliance, competency-based training

Supervisory skills and development, e.g. ethics, confidentiality, monitoring and support, measuring performance.

LO3 Identify best practice in client assessment

The role of assessment in common mental health problems:

Types of mental health problem, e.g. depression, personality disorders, psychiatric disorders

Treatment options, e.g. cognitive–behavioural therapy, medication, psychoanalysis.

Formulation and diagnosis:

Diagnosis, e.g. Diagnostic and Statistical Manual of Mental Disorders (DSM), International Classification of Diseases 11th Revision

Formulation, e.g. the '5Ps': (1) presenting problem, (2) predisposing factors, (3) precipitating factors, (4) perpetuating factors and (5) protective factors; the 'vicious flower' formulation

Factors for consideration in formulation and diagnosis, e.g. intersectionality, culture, gender.

Components of a good assessment:

Personalisation, confidentiality, boundaries, consideration of psychological (e.g. current mental health) and social factors (e.g. relationship problems, employment status)

Comprehensiveness, e.g. previous patterns of maladaptive (e.g. suicidal) behaviour, psychological and social factors, coexisting adversity (e.g. substance misuse), access to medications.

Critique of the process:

Referral options and processes, when to refer

How professional limitations inform treatment and referral options

Effectiveness of communication, perceptions of clients, carers and healthcare professional teams

Capacity of the assessment to predict outcomes.

LO4 Analyse client risk through assessment

Designing assessment tools:

E.g. creating a risk management plan, e.g. using mental health questionnaires, scope and personalisation of the tool, data collection, handling and confidentiality, application to different client presentations, benefits and limitations of online assessment.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate the role of the practitioner in managing clients at risk		LO1 and LO2 D1 Critically evaluate how the counsellor's ability to monitor and evaluate fitness to practise and maintain personal, psychological and physical health promotes the therapeutic relationship and clinical practice.
P1 Explain the therapeutic relationship and its importance to good outcomes for clients at risk. P2 Discuss the factors that need to be considered in decision-making when imminent and ongoing risks have been identified.	M1 Analyse the factors that need to be considered in decision-making when imminent and ongoing risks have been identified.	
LO2 Examine the relationship between the practitioner, the supervisory process and professionalism		
P3 Explain the importance of counsellor self-awareness in promoting an effective therapeutic relationship. P4 Analyse factors that lead to practitioner self-awareness and how those contribute to professional practice.	M2 Critically evaluate the role of theory and research in the monitoring and auditing of standards in clinical practice.	

Pass	Merit	Distinction
LO3 Identify best practice in client assessment		LO3 and LO4 D2 Critically evaluate the process of assessment in keeping clients safe for a range of common mental health problems, referring to formulation processes and/or diagnostic manuals to support the explanation.
P5 Discuss the key components of best practice in risk assessment.	M3 Evaluate best practice in conducting assessments and making recommendations for improvements.	
LO4 Analyse client risk through assessment		
P6 Assess how audit and evaluation tools can monitor and promote standards in clinical practice. P7 Assess the purpose and process of client assessment.	M4 Analyse the role of client and risk assessment in two common mental health problems.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 11	LO1	x		x	Professional discussion stations accompanied by evidence-based reflective practice logs (submitted prior to discussions)
	LO2	x		x	
	LO3	x		x	
	LO4	x		x	

Recommended Resources

Textbooks

American Psychiatric Association (APA). (2022). *Diagnostic and Statistical Manual of Mental Disorders DSM-5-TR*. 5th Ed. Washington DC: APA.

Blumenthal, S., Wood, H. and Williams, A. (2018). *Assessing Risk: A Relational Approach*. Abingdon: Routledge.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. London: SAGE Publications.

World Health Organization (WHO). (2022). *International Statistical Classification of Diseases and Related Health Problems: ICD-11 for Mortality and Morbidity Statistics*. 11th Ed. Geneva: WHO.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

“Risk assessment guidance”

(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

“Supervision resources: Ethical framework for the counselling professions”

(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

“Supervision: Information and resources for practitioners and supervisors”

(General reference)

www.hqip.org.uk

Healthcare Quality Improvement Partnership

“The assessment of clinical risk in mental health services: National Confidential Inquiry into Suicide and Safety in Mental Health (NCISH)”

(Report)

Journals

Basa, V. (2017) ‘Models of supervision in therapy, brief defining features’, *European Journal of Counselling Theory, Research and Practice*, 1(4), pp. 1–5. Retrieved from: www.europecancounselling.eu/volumes/volume-1-2017/volume-1-article-4.

Gordon, O.M., Salkovskis, P.M. and Bream, V. (2016) ‘The impact of obsessive compulsive personality disorder on cognitive behaviour therapy for obsessive compulsive disorder’, *Behavioural and Cognitive Psychotherapy*, 44(4), pp. 444–459. Available at: <https://doi.org/10.1017/S1352465815000582>.

Fernández-Alvarez, H. (2016) ‘Reflections on supervision in psychotherapy’, *Psychotherapy Research*, 26(1), pp. 1–10. Available at: <https://doi.org/10.1080/10503307.2015.1014009>.

Keum, B.T. and Wang, L. (2021) ‘Supervision and psychotherapy process and outcome: A meta-analytic review’, *Translational Issues in Psychological Science*, 7(1), pp. 89–108. Available at: <https://doi.org/10.1037/tps0000272>.

Moorey, S. (2010) 'The six cycles maintenance model: Growing a "vicious flower" for depression', *Behavioural and Cognitive Psychotherapy*, 38(2), pp. 173–184. Available at: <https://doi.org/10.1017/S1352465809990580>.

Tapson, C. (2016) 'Counselling and professionalism: A phenomenological analysis of counsellor experience', *The European Journal of Counselling Psychology*, 4(2), pp. 148–165. Available at: https://pure.port.ac.uk/ws/portalfiles/portal/21481379/907907_Tapson_CounsellingAndProfessionalism_original.pdf.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication	LO2, P3, P4	
THEME 3: Protection and Health and Safety	LO1, LO4	P1, P2, P6, P7, M1, M2, M4, D2, D1
THEME 4: Professional and ethical practice	LO1, LO2	P1, P3, P4, M2, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in counselling or a related area to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in counselling or a related area.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this specification.

Unit 12: Psychodynamic Approaches to Counselling

Unit code: R/650/3588

Unit type: Specialist

Unit level: 5

Credit value: 15

Introduction

The psychodynamic approach to counselling is one that focuses on helping clients to understand long-standing and unresolved interpersonal conflicts from the past. Resolution of these conflicts, embedded in the unconscious, leads to increased self-awareness and brings what was once unconscious into the consciousness. The psychodynamic approach is broadly based on the fundamental premise that our personal troubles are the result of mental processes that are hidden from us. The psychodynamic approach stems originally from the works of psychoanalyst Sigmund Freud. His theory of psychoanalysis was further developed by numerous theorists including Erik Erikson and Alfred Adler, whose contributions all inform the psychodynamic approach to counselling.

The purpose of the unit is to provide students with insight into the skills required to practise psychodynamically and to understand the implications of this approach cross-culturally. The unit will give students the opportunity to further develop as a psychodynamic counsellor or to consider how psychodynamics can be part of an integrative approach to counselling.

The unit will cover the psychodynamic approach to counselling, recognising and demonstrating psychodynamic counselling skills, understanding the psychodynamic approach to formulation of mental health and the cross-cultural implications of the psychodynamic approach to counselling. This will enable students to apply, analyse and critically evaluate the psychodynamic approach. Students will also have the opportunity to demonstrate their psychodynamic counselling skills in simulated scenarios.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Analyse the psychodynamic approach to counselling
- LO2 Demonstrate psychodynamic counselling skills
- LO3 Examine how psychodynamic theory informs formulation of mental health function and dysfunction
- LO4 Assess the cross-cultural implications of psychodynamic theory and psychoanalysis.

Essential Content

LO1 Analyse the psychodynamic approach to counselling

Theories of the psychodynamic approach:

Historical psychodynamic theories, e.g. Freud, Klein.

Contemporary psychodynamic theories, e.g. Bowlby, family systems.

Psychodynamic approach to counselling:

The process of psychodynamic therapy

Mental health disorders that are effectively treated by psychodynamic therapies

How the psychodynamic approach informs understanding and formulation of mental health difficulties.

LO2 Demonstrate psychodynamic counselling skills

Psychodynamic approach and counselling skills:

How the psychodynamic approach's understanding of mental health difficulties informs the use of counselling skills in therapy.

Psychodynamic therapies:

The process of a range of psychodynamic therapies, e.g. psychoanalysis and family systems.

LO3 Examine how psychodynamic theory informs formulation of mental health function and dysfunction

Psychodynamic approaches' explanation of mental health function and dysfunction:

The interplay of childhood experiences and the unconscious mind on mental health

How childhood experiences and the unconscious mind lead to understanding of mental health dysfunction

How childhood experiences and the unconscious mind lead to understanding of mental health function.

Psychodynamic approach in formulating and treating mental health difficulties:

The process of formulation in treating mental health difficulties, e.g. understanding transference processes

How formulation informs treatment in the psychodynamic therapies.

LO4 Assess the cross-cultural implications of psychodynamic theory and psychoanalysis

Cross-cultural factors:

Factors of difference and similarity that need to be considered when applying the psychodynamic approach cross-culturally, e.g. ethnicity and religion.

Cross-cultural application of the psychodynamic approach:

Effectiveness of the psychodynamic approach in understanding and treating mental health dysfunction in other cultures, including specific cultures in the Global South (e.g. South-East Asia, Western Africa) vs cultures in the Global North (e.g. North America, Western Europe).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the psychodynamic approach to counselling		LO1 and LO2 D1 Evaluate the effectiveness of the psychodynamic approach and psychodynamic counselling (psychoanalysis) in the formulation and treatment of mental health dysfunction.
P1 Analyse historical theories of the psychodynamic approach. P2 Assess the contemporary psychodynamic theories underpinning the psychodynamic approach.	M1 Critically analyse the psychodynamic approach in its credibility to inform understanding of mental health.	
LO2 Demonstrate psychodynamic counselling skills		
P3 Assess how the psychodynamic approach informs psychodynamic counselling (psychoanalysis). P4 Review the process of psychodynamic counselling (psychoanalysis).	M2 Demonstrate psychodynamic counselling skills interactions for two different client scenarios.	

Pass	Merit	Distinction
LO3 Examine how psychodynamic theory informs formulation of mental health function and dysfunction		LO3 and LO4 D2 Compare and contrast the psychodynamic theory's ability to formulate and treat mental health dysfunction across cultures.
P5 Assess how psychodynamic theory explains how positive mental health develops and is maintained. P6 Analyse how psychodynamic theory explains how mental health difficulties develop and are maintained.	M3 Critically appraise how psychodynamic theory formulates and treats mental health dysfunction.	
LO4 Assess the cross-cultural limitations of psychodynamic theory and psychoanalysis		
P7 Assess factors that need to be considered when applying psychodynamic theory and practice cross-culturally. P8 Review the potential issues that could arise when applying psychodynamic theory cross-culturally.	M4 Critically appraise the ability of the psychodynamic theory and psychodynamic counselling to be applied to other cultures.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 12	LO1	x		x	Videos of two simulated counselling interactions using psychodynamic theory and accompanying evidence-based critical analysis of psychodynamic theory and techniques
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x			

Recommended Resources

Textbooks

Howard, S. (2017). *Skills in Psychodynamic Counselling and Psychotherapy*. 2nd Ed. London: SAGE Publications.

Jacobs, M. (2017). *Psychodynamic Counselling in Action*. 5th Ed. London: SAGE Publications.

Websites

<https://positivepsychology.com>

PositivePsychology.com

What is psychodynamic therapy? 5 tools and techniques"

(Article)

Journals

Koç, V. and Kafa, G. (2018) 'Cross-cultural research on psychotherapy: The need for a change', *Journal of Cross-Cultural Psychology*, 50(1), pp. 100–115. Available at: <https://doi.org/10.1177/0022022118806577>.

Strupp, H.H., Butler, S.F. and Rosser, C.L. (1988) 'Training in psychodynamic therapy', *Journal of Consulting and Clinical Psychology*, 56(5), pp. 689–695. Available at: <https://doi.org/10.1037/0022-006X.56.5.689>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO4	P7, P8, M4, D2
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2	M2
THEME 5: Technology in practice		

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Unit 13: Person-centred Approaches to Counselling

Unit code: T/650/3589

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

The aim of this unit is to enable learners to use and evaluate person-centred approaches to counselling in practice. Person-centred practice is applicable in many areas of health practice. It is used in care settings, in therapy and as a bedrock for interacting with other people. A good understanding of the person-centred approach allows students to apply their learning in a knowledgeable and professional way.

This unit develops students' awareness of the principles and practice of person-centred therapy, with particular reference to the work of Carl Rogers. It will also introduce students to the development of person-centred theory, including a range of theorists who have contributed significantly to this development. The unit requires students to use the principles of person-centred counselling in practice, including assessment, to apply these theories to themselves and to review the impact on themselves and the counselling process.

This unit forms the bedrock of counselling practice. It enables students to work with clients and develop their practice in a theoretically informed way. It provides students with a clear theoretical knowledge that can be used throughout both their practice and any further study. Whether a student chooses to study for a degree in person-centred counselling or an integrative model, the unit will give a solid basis to work from.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain the person-centred approach to counselling
- LO2 Apply principles of the person-centred approach to counselling practice
- LO3 Explain the application of person-centred theory to the counselling process
- LO4 Assess the application of the person-centred approach to self.

Essential Content

LO1 Explain the person-centred approach to counselling

Core theories and theorists:

Carl Rogers (person-centred)

Other theoretical developments – Bozarth, Natalie Rogers, Warner, Mearns, Cooper, Thorne, Gendlin.

Origins of the person-centred approach:

Carl Rogers – the person-centred theory of personality dynamics and behaviour, person-centred therapy

The key features of the six necessary and sufficient conditions of therapeutic change

Key concepts – empathy, unconditional positive regard, congruence, actualising tendency, organismic self, self-concept, conditions of worth, incongruence, self-actualisation, locus of evaluation, the fully-functioning person

Other relevant key concepts, including Rogers' 19 propositions.

Theoretical developments:

Bozarth – actualising tendency

Warner – fragile process

Mearns and Cooper – relational depth

Cooper – configurations of self

Thorne – spirituality

Gendlin – focusing.

LO2 **Apply principles of the person-centred approach to counselling practice**

Counselling interview:

Ongoing development of the six conditions between counsellor and client

Using developments in person-centred counselling, e.g. configurations of self to support client's understanding and development

Skills practice, e.g. role play, experiential exercises, simulation

Impact of the person-centred approach on the client.

Influences on the counsellor and client in practice:

Balance of power between client and counsellor – culture, ethnicity, gender, difference

Outcomes for the client, including assessment, setting interviews, contracts

Establishment of the therapeutic relationship

Relationship with the client, including boundaries and endings.

LO3 **Explain the application of person-centred theory to the counselling process**

Person-centred counselling process:

Where the client is with the seven-stage process of change and what this means for the client–counsellor interaction.

Implications for practice:

Application of person-centred theory to the client and the impact on the client and the counselling process

Use of the seven-stage process to enable client progression

Use of assessment tools, e.g. CORE (clinical outcomes in routine evaluation), PHQ9 (patient health questionnaire), GAD7 (generalised anxiety disorder assessment)

The importance of supervision.

Strengths and weaknesses of using the person-centred approach in practice:

Theoretical issues

Outcomes for clients

Development of practitioner.

LO4 **Assess the application of the person-centred approach to self**

Self:

Applying six conditions to self, including own experiences, recognising own values, feelings and prejudices, recognising equal opportunities, valuing difference and diversity, model of person, conditions of worth, behaviour patterns, learning from experience.

Impacts on counselling:

Skills

Use of feedback

Constructive criticism

Input of supervisor

Recognising current limitations

Personal growth

Power and equality in the counselling relationship.

Personal development and practice:

Self-awareness

Skills development.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Explain the person-centred approach to counselling		L01 and L02 D1 Critically evaluate own use of the person-centred approach in a counselling interaction, justifying the inclusion of different theoretical developments.
P1 Discuss key features of the person-centred approach to counselling. P2 Explain the strengths and weaknesses of the person-centred approach to counselling using different theoretical developments.	M1 Evaluate the person-centred approach to counselling using different theoretical developments.	
L02 Apply principles of the person-centred approach to counselling practice		
P3 Conduct a person-centred counselling session. P4 Explain how the person-centred approach influenced own counselling interaction.	M2 Evaluate a person-centred counselling session with a client.	

Pass	Merit	Distinction
L03 Explain the application of person-centred theory to the counselling process		L03 and L04 D2 Critically review ways in which person-centred theory can be used to aid the development of the client's process, including the use of assessment tools, and ensure ongoing professional and personal development for the counsellor.
P5 Explain how the person-centred approach applies theory to the process of counselling. P6 Critique the use of assessment in person-centred counselling.	M3 Use an assessment tool to evaluate the application of person-centred theory to the process of counselling.	
L04 Assess the application of the person-centred approach to self		
P7 Explain how the counsellor's use of person-centred theory has impacted on their counselling interactions. P8 Create a personal action plan to support own personal and professional development through the use of person-centred theory.	M4 Review application of person-centred theory to own development and practice.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 13	LO1	x	x	x	Short leaflet or handout suitable for clients explaining person-centred counselling, accompanied by evidence-based example of CPD that meets a relevant professional body's requirements
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

Cooper, M., O'Hara, M., Schmid, P.F. and Bohart, A.C. (2013). *The Handbook of Person-Centred Psychotherapy and Counselling*. 2nd Ed. Basingstoke: Palgrave Macmillan.

Feltham, C., Hanley, T. and Winter, L.A. (2017). *The SAGE Handbook of Counselling and Psychotherapy*. 4th Ed. London: SAGE Publications.

Lago, C. and Charura, D. (2016). *The Person-Centred Counselling And Psychotherapy Handbook: Origins, Developments And Current Applications*. Maidenhead: Open University Press.

Mearns, D. and Cooper, M. (2017). *Working at Relational Depth in Counselling and Psychotherapy*. 2nd Ed. London: SAGE Publications.

Merry, T. and Haugh, S. (2020). *Learning and Being in Person-Centred Counselling*. 3rd Ed. Monmouth: PCCS Books.

Rogers, C.R., Kirschenbaum, H.K. and Henderson, V.L. (1990). *The Carl Rogers Reader*. London: Robinson Publishing.

Sanders, P. (2012). *The Tribes of the Person-Centred Nation: An Introduction to the Schools of Therapy Related to the Person-Centred Approach*. 2nd Ed. Monmouth: PCCS Books.

Thorne, B. and Sanders, P. (2012). *Carl Rogers*. 3rd Ed. London: SAGE Publications.

Tolan, J. and Cameron, R. (2016). *Skills in Person-Centred Counselling & Psychotherapy*. 3rd Ed. London: SAGE Publications.

Websites

www.allanturner.co.uk

Allan Turner

"Resources for the person-centred community"

(General reference)

www.aphweb.org

Association for Humanistic Psychology

"Humanistic psychology overview"

(Article)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"What is person-centred counselling?"

(Article)

www.adpca.org

Association for the Development of the Person-Centered Approach

www.apcca.org.uk

Association for Person Centred Creative Arts

www.the-pca.org.uk

The Person Centred Association

www.pce-world.org

World Association for Person Centered & Experiential Psychotherapy & Counseling

Journals

Murphy, D., Cornelius-White, J., Stephen, S., Kefalopoulou, M. and Goldman, R. (2020) 'Editorial', *Person-Centered & Experiential Psychotherapies*, 19(4), pp. 271–272. Available at: <https://doi.org/10.1080/14779757.2020.1847315>.

The Person-Centered Journal: <https://adpca.org/person-centered-journal-pcj/>. Published by the Association for the Development of the Person-Centered Approach (ADPCA).

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

It is the basic theory for all units in this qualification.

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2, LO3, LO4	P3, P4, P5, P6, M7, P8, M2, M3, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Tutors should be trained and experienced in the person-centred approach.

Students must develop their theoretical knowledge and be able to apply it.

Delivery

The delivery of this unit should incorporate both theoretical and experiential elements, where possible seeking to integrate the two. Learning opportunities that are present within relationships in the course community should be used to explore personal material and elucidate the principles being studied. It is particularly important, therefore, that tutors seek to embody person-centred values in their style of teaching.

Students and tutors are expected to be committed to and demonstrate anti-discriminatory and ethical practice.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

This unit is a theoretical unit and the practical element is expected to be in a classroom scenario.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 14: Gestalt Approaches to Counselling

Unit code: D/650/3590

Unit type: Specialist

Unit level: 5

Credit value: 15

Introduction

The Gestalt approach to counselling is one that focuses on the client's present life and challenges as opposed to reflecting on past experiences. Importance is placed on understanding the context of the client's life and taking responsibility rather than attributing blame. Developed by Fritz Perls as a more humanistic alternative to traditional psychoanalysis, Gestalt approaches are intended to put the emphasis on the client's perception of their experience.

The purpose of this unit is to provide students with insight into the skills required to practise Gestalt counselling and to understand its implications cross-culturally. This unit will provide learners with the opportunity to further develop as a Gestalt counsellor or to consider how it can be incorporated into an integrative/pluralistic approach to their practice.

The unit will cover development of a critical understanding of the Gestalt approach to formulation of mental health and the cross-cultural implications of the Gestalt approach to counselling. This will enable students to apply, analyse and critically evaluate the Gestalt approach. They will also have the opportunity to demonstrate their Gestalt counselling skills in simulated scenarios.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Analyse the Gestalt approach to counselling
- LO2 Demonstrate Gestalt counselling skills
- LO3 Examine how Gestalt theory informs formulation of mental health function and dysfunction
- LO4 Assess cross-cultural implications of Gestalt counselling.

Essential Content

LO1 Analyse the Gestalt approach to counselling

Theories of the Gestalt approach:

The main theories that underpin the Gestalt approach, e.g. Fritz Perls, Alfred Adler, phenomenology

Elements of the Gestalt approach, e.g. humanistic, holistic, person-centred, figure and ground/wholeness and integration, balance and polarities, gaining awareness, present-centredness, unfinished business and personal responsibility

Critical evaluation of the Gestalt approach and limitations, e.g. therapist training and awareness, self-awareness, focus on the present.

Mental health disorders that are effectively treated by Gestalt:

E.g. improving self-awareness and insight, acting out feelings, monitoring and regulating mental states

How the Gestalt approach informs understanding and formulation of mental health difficulties.

LO2 Demonstrate Gestalt counselling skills

Application of Gestalt approach and counselling skills:

Client aims, role of client, role of therapist, suspending judgement, personal responsibility, present focus, etc.

Gestalt application to individual and group therapy.

Therapeutic techniques and methods of working:

E.g. experiments, use of language, empty chair, top dog, underdog, dreams, fantasy, emotions in the body, confusion, confrontation.

LO3 Examine how Gestalt theory informs formulation of mental health function and dysfunction

Gestalt approach's explanation of mental health function and dysfunction:

Perspectives of mental health, present-centred awareness in mental function and dysfunction, Gestalt models of personality.

Gestalt approach in formulating and treating mental health difficulties:

The process of formulation in treating mental health difficulties, e.g. awareness and unawareness

How formulation informs treatment in Gestalt counselling

Evaluation of the effectiveness of Gestalt therapy in the treatment of mental health function and dysfunction.

LO4 Assess cross-cultural implications of Gestalt counselling

Cross-cultural factors:

Factors of difference and similarity that need to be considered when applying the Gestalt approach cross-culturally, e.g. ethnicity, religion, ethnic minority groups.

Cross-cultural application of the Gestalt approach:

Effectiveness of the Gestalt approach in understanding and treating mental health dysfunction across cultures, including specific cultures in the Global South (e.g. South-East Asia, Western Africa, Algeria, Yemen, Pakistan) vs cultures in the Global North (e.g. North America, Western Europe, New Zealand, Australia, Canada).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the Gestalt approach to counselling		LO1 and LO2 D1 Evaluate the effectiveness of Gestalt counselling in the formulation and treatment of mental health dysfunction.
P1 Analyse historical contributions to the practice of Gestalt techniques in therapy. P2 Assess contemporary Gestalt theories and their role in contemporary Gestalt counselling.	M1 Critically analyse the evidence to support the efficacy of the Gestalt approach in the treatment of mental health.	
LO2 Demonstrate Gestalt counselling skills		
P3 Assess how the Gestalt approach informs counselling practice. P4 Review the process of Gestalt analysis counselling.	M2 Demonstrate Gestalt counselling skills interactions for two different client scenarios.	

Pass	Merit	Distinction
L03 Examine how Gestalt theory informs formulation of mental health function and dysfunction		L03 and L04 D2 Compare and contrast Gestalt theory's ability to formulate and treat mental health dysfunction across cultures.
P5 Assess how Gestalt theory explains how positive mental health develops and is maintained. P6 Analyse how Gestalt analysis theory explains how mental health difficulties develop and are maintained.	M3 Critically appraise how Gestalt theory formulates and treats mental health dysfunction.	
L04 Assess cross-cultural implications of Gestalt counselling		
P7 Assess factors that needed to be considered when applying Gestalt theory and practice cross-culturally. P8 Review the potential benefits of applying culturally sensitive approaches in counselling and psychotherapy.	M4 Critically appraise the effectiveness of Gestalt analysis as a tool in the counselling of different ethnic groups.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 14	LO1	x			Conference-style presentation with questions from peer delegates
	LO2	x	x	x	Simulated Gestalt approach counselling session with client actor, followed by short question and answer debrief by tutor
	LO3	x			As LO1
	LO4	x			

Recommended Resources

Textbooks

Joyce, P. and Sills, C. (2018). *Skills in Gestalt Counselling & Psychotherapy*. 4th Ed. London: SAGE Publications.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. 2nd Ed. London: SAGE Publications.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Types of therapy: An A-Z of therapeutic approaches"

(General reference)

www.positivepsychology.com

PositivePsychology.com

"Gestalt therapy explained: History, definition and examples"

(Article)

Journals

Frew, J. (2016) 'Gestalt therapy: Creatively adjusting in an increasingly diverse world', *Gestalt Review*, 20(2), pp. 106–128. Available at: <https://doi.org/10.5325/gestaltreview.20.2.0106>.

Kenofer, B. (2015) 'Developing Gestalt case conceptualization', *Gestalt Review*, 19(2), pp. 110–132. Available at: <https://doi.org/10.5325/gestaltreview.19.2.0110>.

Koç, V. and Kafa, G. (2018) 'Cross-cultural research on psychotherapy: The need for a change', *Journal of Cross-Cultural Psychology*, 50(1), pp. 100–115. Available at: <https://doi.org/10.1177/0022022118806577>.

Raffagnino, R. (2019) 'Gestalt therapy effectiveness: A systematic review of empirical evidence', *Open Journal of Social Sciences*, 7(6), pp. 66–83. Available at: <https://doi.org/10.4236/jss.2019.76005>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO4	P7, P8, M4, D2
THEME 2: Effective communication	LO3	
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2, LO3	M2
THEME 5: Technology in practice		

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Unit 15: Cognitive Behavioural Approaches to Counselling

Unit code: F/650/4725

Unit type: Specialist

Unit level: 5

Credit value: 15

Introduction

The cognitive behavioural approach to counselling is an evidence-based approach that is widely used in short-term therapy and often in services, including the NHS, that rely on funding to commission the service. Being an evidence-based approach, client outcomes can be statistically evaluated to inform the requirements for further commissioning. The cognitive behavioural approach is broadly underpinned by the belief that our thoughts shape our behaviours and feelings, creating a cyclical dynamic. If these thoughts become irrational or negative, they can then have an impact on our behaviours and feelings. The aim of the cognitive behavioural approach is to break the negative thought–behaviour–feeling cycle. The cognitive behavioural approach can be used to treat a range of symptoms, including depression, anxiety and post-traumatic stress disorder.

The purpose of this unit is to provide students with insight into the skills required to practise counselling from a cognitive behavioural perspective and to understand its implications cross-culturally. This will provide students with the opportunity to further develop as a cognitive behavioural counsellor or to consider how the approach can be incorporated into an integrative approach to counselling.

The unit will cover the cognitive behavioural approach to counselling, recognising and demonstrating cognitive behavioural counselling skills, understanding the cognitive behavioural approach to the formulation of mental health, and the cross-cultural implications of the cognitive behavioural approach to counselling. This will enable students to apply, analyse and critically evaluate the cognitive behavioural approach. Students will also have the opportunity to demonstrate their cognitive behavioural counselling skills in simulated scenarios.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Analyse the cognitive behavioural approach to counselling
- LO2 Demonstrate cognitive behavioural therapeutic counselling skills
- LO3 Examine how cognitive behavioural theory informs formulation of mental health function and dysfunction
- LO4 Assess the cross-cultural implications of the cognitive behavioural approach and cognitive behavioural therapy.

Essential Content

LO1 Analyse the cognitive behavioural approach to counselling

Theories of the cognitive behavioural approach:

Historical cognitive behavioural theories, e.g. Skinner, Pavlov, Beck, Ellis

Contemporary cognitive behavioural theories, e.g. dialectical behaviour therapy, acceptance and commitment therapy.

Cognitive behavioural approach to counselling:

The process of cognitive behavioural therapy

Mental health disorders that are treated effectively by cognitive behavioural therapies

How the cognitive behavioural approach informs understanding and formulation of mental health difficulties.

LO2 Demonstrate cognitive behavioural therapeutic counselling skills

Cognitive behavioural approach and counselling skills:

How the cognitive behavioural approach's understanding of mental health difficulties informs the use of counselling skills in therapy.

Cognitive behavioural therapies:

The process of a range of cognitive behavioural therapies, e.g. rational emotive behaviour therapy, cognitive processing therapy, acceptance and commitment therapy.

LO3 Examine how cognitive behavioural theory informs formulation of mental health function and dysfunction

Cognitive behavioural approach's explanation of mental health function and dysfunction:

The interplay of thoughts, emotions and behaviour on mental health

How thoughts, emotions and behaviour lead to mental health dysfunction

How thoughts, emotions and behaviour lead to mental health function.

Cognitive behavioural approach in formulating and treating mental health difficulties:

The process of formulation in treating mental health difficulties, e.g. compassion formulation

How formulation informs treatment in cognitive behavioural therapies.

LO4 Assess the cross-cultural implications of the cognitive behavioural approach and cognitive behavioural therapy

Cross-cultural factors:

Factors of difference and similarity that need to be considered when applying the cognitive behavioural approach cross-culturally, e.g. ethnicity, religion.

Cross-cultural application of the cognitive behavioural approach:

Effectiveness of the cognitive behavioural approach in understanding and treating mental health dysfunction in cultures different from students' own.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the cognitive behavioural approach to counselling		LO1 and LO2 D1 Critically evaluate the effectiveness of the cognitive behavioural approach and cognitive behavioural counselling in the formulation and treatment of mental health dysfunction in relation to own practice.
P1 Analyse historical theories of the cognitive behavioural approach. P2 Assess contemporary cognitive behavioural theories underpinning the cognitive behavioural approach.	M1 Evaluate the cognitive behavioural approach in its credibility to inform understanding of mental health.	
LO2 Demonstrate cognitive behavioural counselling skills		
P3 Assess how the cognitive behavioural approach informs cognitive behavioural counselling. P4 Plan for own implementation of a cognitive behavioural approach in counselling.	M2 Demonstrate cognitive behavioural counselling skills interactions in different client scenarios.	

Pass	Merit	Distinction
L03 Examine how cognitive behavioural theory informs formulation of mental health function and dysfunction		L03 and L04 D2 Compare and contrast the cognitive behavioural theory's ability to formulate and treat mental health dysfunction across cultures.
P5 Assess the effectiveness of cognitive behavioural theory, explaining how positive mental health develops and is maintained. P6 Analyse how cognitive behavioural theory explains how mental health difficulties develop and are maintained.	M3 Critically appraise the effectiveness of cognitive behavioural theory in formulating and treating mental health dysfunction.	
L04 Assess cross-cultural implications of the cognitive behavioural approach and cognitive behavioural therapy		
P7 Assess factors that need to be considered when applying cognitive behavioural theory and practice cross-culturally. P8 Review the potential issues that could arise when applying one cultural paradigm in a different cultural context.	M4 Critically appraise the appropriateness of applying dominant cognitive behavioural theory and cognitive behavioural counselling in different cultural contexts.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 15	LO1	x	x	x	Evidence-based reflective practice logs, accompanied by portfolio of simulated video evidence
	LO2		x	x	
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

Dryden, W. and Branch, R. (2012). *The CBT Handbook*. London: SAGE Publications.

Wills, F. (2014). *Skills in Cognitive Behaviour Therapy*. 2nd Ed. London: SAGE Publications.

Websites

www.nvfs.org

Caravel Institute

“Webinar series tip sheet: Cultural considerations in short-term cognitive behavioural therapy”

(Training)

<https://skillsdevelopment.co.uk>

SDS Seminars Ltd

(Training)

Journals

Hinton, D.E. and Patel, A. (2017) ‘Cultural adaptations of cognitive behavioral therapy’, *Psychiatric Clinics of North America*, 40(4), pp. 701–714. Available at: <https://doi.org/10.1016/j.psc.2017.08.006>.

Rathod, S. and Kingdon, D. (2009) ‘Cognitive behaviour therapy across cultures’, *Psychiatry*, 8(9), pp. 370–371. Available at: <https://doi.org/10.1016/j.mppsy.2009.06.011>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO3, LO4	P7, P8, M4, D2
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2	M2, D1
THEME 5: Technology in practice		

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Unit 16: Comparative Theories and Approaches in Counselling

Unit code: H/650/3592

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

The counsellor's role is to help individuals who experience personal distress. Psychotherapists and counsellors have developed theories (and methods) to help individuals with a wide variety of personal difficulties. This unit offers an opportunity to learn about different theories that will increase the students' understanding of the different approaches to counselling.

The aim of the unit is to enable students to critically examine the main theoretical approaches used in counselling, including techniques, applications, advantages and limitations, and use this to inform their practice. The unit is designed to widen the perspective of students to the diversity of counselling theories, allowing them to obtain knowledge of the beliefs, concepts and techniques within each of the theories. Moreover, the unit will examine the combination of theories and integrative approaches to counselling practice.

On completion of the unit, the students will have gained an understanding of the main theoretical approaches in counselling, explored the techniques used by each approach and critically evaluated their application in the counselling sector. Students will also have the ability to communicate clearly with clients, colleagues and other professionals. Finally, students will have the opportunity to apply at least one theoretical approach in their practice as a trainee counsellor.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Examine the main theoretical approaches to counselling and their impact on counselling practice
- LO2 Evaluate the effectiveness of the main theoretical approaches to counselling in enabling ethical practice
- LO3 Analyse the purpose of the use of combined theories and techniques in counselling practice
- LO4 Examine integrative approaches to counselling and their usefulness in achieving client-focused outcomes.

Essential Content

LO1 **Examine the main theoretical approaches to counselling and their impact on counselling practice**

Counselling approaches:

Main approaches, including psychodynamic, person-centred, Gestalt, cognitive behavioural, transactional analysis

Theoretical background and development, ideas that influenced and shaped each theory

Main ideas and concepts of the theories

The counselling relationship in each theory

Current trends and developments.

Personality theory:

Explanation and view of human behaviour, thoughts and feelings

Case conceptualisation and the understanding of the client's issues

The goals or purpose of the theory.

Counselling techniques:

Assessment and conceptualisation of behaviour, thoughts and feelings, according to each theory

Tests and inventories or other tools used for assessment

Techniques and methods used to change behaviour, thoughts and feelings.

LO2 Evaluate the effectiveness of the main theoretical approaches to counselling in enabling ethical practice

Strengths and weaknesses:

Issues concerning appropriateness of the theories for different clients

Counselling accessibility

Existence of supporting research

Comparison of the theoretical approaches.

Applications to psychological disorders:

Issues concerning appropriateness of the theories for a range of presenting issues

Techniques and methods used to establish changes in disorders, e.g. depression, generalised anxiety, personality disorders.

Gender and multicultural issues and critiques:

Differences in the way theories view gender and how the approach addresses special concerns of women

Cultural values that are implicit in the theory and how each theory attends to the concerns of individuals from different cultures

Neurodiversity and the social model of disability.

LO3 Analyse the purpose of the use of combined theories and techniques in counselling practice

Common factors that are present in most approaches to therapy and contribute to effective counselling:

Therapeutic alliance

Corrective emotional experience

Expectations of the counsellor and the client for positive change

Beneficial counsellor qualities, e.g. attention, empathy, positive regard

The provision to the client of a rationale for their difficulties.

Eclecticism:

Eclecticism as the selection of techniques and practices from a variety of approaches, dependent on the presenting issue

Technical eclecticism

Systematic eclecticism.

LO4 Examine integrative approaches to counselling and their usefulness in achieving client-focused outcomes

Integration:

History and theory of integration

Assimilative integration

Accommodative integration

Theoretical integration.

Models of theoretical integration:

Cognitive analytic therapy (Ryle)

Cyclical psychodynamics (Wachtel)

Transtheoretical model (TTM) (Prochaska and Norcross)

Five relationship model (Clarkson)

The relational integrative model (RIM) (Faris and van Ooijen)

Integrative psychotherapy (or relationship-focused integrative psychotherapy) (Moursund and Erskine).

Pluralism:

The pluralistic perspective as a general attitude of acceptance and valuing the different therapeutic approaches

Pluralistic practice of combining methods from different approaches into a coherent whole, based on what clients and therapists think is best for that particular client.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Examine the main theoretical approaches to counselling and their impact on counselling practice		L01 and L02 D1 Critically evaluate the applications of the main theoretical approaches to mental health disorders.
P1 Analyse the main beliefs, concepts and techniques of each of the theories. P2 Discuss the personality theory proposed by each theorist.	M1 Evaluate the model of mental health and dysfunction as conceived in each of the approaches.	
L02 Evaluate the effectiveness of the main theoretical approaches to counselling in enabling ethical practice		
P3 Assess the strengths and weaknesses of the main theoretical approaches. P4 Critique the effectiveness and limitations of applying theories in counselling practice.	M2 Justify own conclusions regarding the effectiveness of the main theoretical approaches, using examples from counselling practice.	

Pass	Merit	Distinction
L03 Analyse the purpose of the use of combined theories and techniques in counselling practice		L03 and L04 D2 Critically evaluate different applications of integrative approaches to counselling practice and the treatment of mental health disorders.
P5 Discuss the common factors that contribute to effective counselling. P6 Analyse the eclectic perspective in counselling practice.	M3 Synthesise information concerning common factors and eclecticism by drawing on examples from counselling practice.	
L04 Examine integrative approaches to counselling and their usefulness in achieving client-focused outcomes		
P7 Analyse the concepts of integration and pluralism in counselling. P8 Review different models of theoretical integration.	M4 Evaluate the use of integrative and pluralistic approaches to counselling practice.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 16	LO1	x			Learner-facilitated group seminars and short opinion/persuasive essay
	LO2	x			
	LO3	x			
	LO4	x	x	x	

Recommended Resources

Textbooks

Barker, M., Vossler, A. and Langdridge, D. (2010). *Understanding Counselling and Psychotherapy*. London: Open University Press and SAGE Publications.

Beck, J. (2020). *Cognitive Behavior Therapy, Basics and Beyond*. 3rd Ed. New York: Guilford Publications.

Budd, K., McKeever, S., Postings, T. and Price, H. (2019). *A Student's Guide to Therapeutic Counselling*. London: SAGE Publications.

Cooper, M. and Dryden, W. (2015). *The Handbook of Pluralistic Counselling and Psychotherapy*. London: SAGE Publications.

Cooper, M., O'Mara, M., Schmid, P.F. and Bohart, A. (2013). *The Handbook of Person-Centred Psychotherapy and Counselling*. 2nd Ed. Basingstoke: Palgrave Macmillan.

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy*. 10th Ed. Stanford, CT: Cengage Learning.

Feltham, C., Hanley, T. and Winter, L.A. (2017). *The SAGE Handbook of Counselling and Psychotherapy*. 4th Ed. London: SAGE Publications.

Fish, S., Sills, C. and Lapworth, P. (2001). *Gestalt Counselling*. Milton Keynes: Speechmark Publishing.

Jacobs, M. (2017). *Psychodynamic Counselling in Action*. 5th Ed. London: SAGE Publications.

Lago, C. (2011). *The Handbook of Transcultural Counselling and Psychotherapy*. London: Open University Press.

- McLeod, J. (2013). *An Introduction to Counselling*. 5th Ed. London: Open University Press.
- McLeod, J. (2019). *An Introduction to Counselling and Psychotherapy: Theory, Research and Practice*. 6th Ed. London: Open University Press.
- Norcross, J.C. and Goldfried, M.R. (2015). *Handbook of Psychotherapy Integration*. 3rd Ed. New York: Oxford University Press.
- Prochaska, J.O. and Norcross, J.C. (2018). *Systems of Psychotherapy: A Transtheoretical Analysis*. 9th Ed. New York: Oxford University Press.
- Sharf, R.S. (2015). *Theories of Psychotherapy and Counseling: Concepts and Cases*. 6th Ed. Pacific Grove, CA: Brooks/Cole Publishing.
- Stewart, I. (2013). *Transactional Analysis Counselling in Action*. 4th Ed. London: SAGE Publications.

Websites

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| www.bacp.co.uk | British Association for Counselling and Psychotherapy
(General reference) |
| www.counsellingchannel.tv | The Counselling Channel
(General reference) |

Journals

- Cooper, M. and McLeod, J. (2007) 'A pluralistic framework for counselling and psychotherapy: Implications for research', *Counselling & Psychotherapy Research*, 7(3), pp. 135–143. Available at: <https://doi.org/10.1080/14733140701566282>.
- Drapela, V.J. (1990) 'The value of theories for counseling practitioners', *International Journal for the Advancement of Counselling*, 13, pp. 19–26. Available at: <https://doi.org/10.1007/BF00154639>.
- Feixas, G. and Botella, L. (2004) 'Psychotherapy integration: Reflections and contributions from a constructivist epistemology', *Journal of Psychotherapy Integration*, 14(2), pp. 192–222. Available at: <https://doi.org/10.1037/1053-0479.14.2.192>.
- Hofmann, F.-H., Sperth, M. and Holm-Hadulla, R.M. (2015) 'Methods and effects of integrative counseling and short-term psychotherapy for students', *Mental Health & Prevention*, 3(1–2), pp. 57–65. Available at: <https://doi.org/10.1016/j.mhp.2015.04.005>.
- Holm-Hadulla, R.M., Hofmann, F.-H. and Sperth, M. (2011) 'An integrative model of counseling', *Asia Pacific Journal of Counselling and Psychotherapy*, 2(1), pp. 3–24. Available at: <https://doi.org/10.1080/21507686.2010.546864>.

Rogers, C.R. (1957) 'The necessary and sufficient conditions of therapeutic personality change', *Journal of Consulting Psychology*, 21(2), pp. 95–103. Available at: <https://doi.org/10.1037/h0045357>.

Shapiro, D.A. and Shapiro, D. (1982) 'Meta-analysis of comparative therapy outcome studies: A replication and refinement', *Psychological Bulletin*, 92(3), pp. 581–604. Available at: <https://doi.org/10.1037/0033-2909.92.3.581>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

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Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 12: Psychodynamic Approaches to Counselling

Unit 14: Gestalt Approaches to Counselling

Unit 15: Cognitive Behavioural Approaches to Counselling

Unit 17: Pluralistic Approaches to Counselling

Unit 27: Transactional Analysis

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2, LO3, LO4	P4, M2, M3, M4
THEME 5: Technology in practice		

Essential requirements

This unit is intended to allow students to understand and compare the different theoretical approaches to counselling as well as combinations of theories and integrative approaches. Students need to be made aware that combining techniques without an understanding of the theoretical framework is not safe practice.

Case study material is essential and can be provided by the tutor or based on students' practice as trainee counsellors. Group discussions, pairs and triad work should all form part of the learning experience. Tutors can offer opportunities for simulated counselling interaction in the classroom in the form of role play.

Emphasis should also be given to the views of each counselling approach on personality, power issues and the counselling relationship and the way these views affect the counselling interaction. Moreover, emphasis is required concerning the effectiveness of the main theoretical approaches to counselling.

Please note that this unit is not designed to train counsellors in the approaches. Further training will be required should students wish to develop in any approach.

Delivery

Tutors must be appropriately qualified and experienced in counselling and related theories to cover the principles of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used.

Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification’s theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their knowledge and understanding of the counselling approaches before assessment of this unit.

Evidence could be in the form of an assignment or a presentation.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit maybe helpful to support students’ workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 17: Pluralistic Approaches to Counselling

Unit code: J/650/3593

Unit type: Specialist

Unit level: 5

Credit value: 15

Introduction

A key principle of pluralism in counselling is that people are perhaps best helped by using different things at different times. Adopting a pluralistic perspective means accepting, and valuing, a range of therapeutic approaches and interventions, and recognising that no one approach necessarily 'gets it right' and that it is possible to have good outcomes by combining methods.

Students will explore key theoretical approaches to the treatment of mild to moderate mental health issues and how these approaches differ from pluralistic approaches. Students will evaluate the benefits of drawing on the full diversity of therapeutic approaches to client outcomes and consider their own personal development needs as a pluralistic therapist. By the end of this unit students will be able to evaluate the role of the pluralistic approach in supporting positive outcomes for clients in counselling or psychotherapy. They will analyse the key components that strategically support the client through the therapeutic process and understand the role that professional development plays in maintaining skills and knowledge in the field.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Assess the key theoretical principles of different counselling approaches to the treatment of a mild to moderate mental health issue
- LO2 Analyse the key components of the pluralistic approach to therapy
- LO3 Evaluate the impact of pluralistic practice on client outcomes in the treatment of a mild to moderate mental health issue
- LO4 Review continuing professional development needs for pluralistic practice with a diverse range of clients.

Essential Content

LO1 **Assess the key theoretical principles of different counselling approaches to the treatment of a mild to moderate mental health issue**

Major counselling approaches:

Major theoretical categories, e.g. humanistic, cognitive, behavioural, psychoanalytic, constructionist, systemic

Monism

Integrative approaches

The pluralistic approach.

Evaluation:

The research evidence for monistic approaches and their use in therapy.

Factors to consider when choosing which therapy:

Personal philosophy and training vs accommodating client needs and wants during therapy

Client constraints, e.g. time commitments, client's desire for direction

Research supporting the evidence behind the efficacy of approaches.

LO2 **Analyse the key components of the pluralistic approach to therapy**

Components of the pluralistic approach:

E.g. humanistic, integrative roots, person-centred values, premise of the unique client.

Pluralism vs integrated approaches:

Differentiation between pluralism and integrated approaches

Research evidence for the effectiveness of pluralistic approaches.

LO3 Evaluate the impact of pluralistic practice on client outcomes in the treatment of a mild to moderate mental health issue

Pluralism in practice:

Benefits of the pluralistic approach, e.g. clients' needs and wants to precede the ontological position

Research evidence of the efficacy of the pluralistic approach.

Criticisms:

Ethics in pluralistic approaches, e.g. counsellors listing a variety of approaches, skills and tools in the hope of covering all bases and not losing clients, pluralism vs being truly person-centred.

Stages in therapy:

E.g. client knowledge, client–therapist dialogue, (e.g. metacommunication or metatherapeutic communication), client goals, tasks, methods (strategies to meet goals).

LO4 Review continuing professional development needs for pluralistic practice with a diverse range of clients

Training and continuing professional development:

E.g. ideas, values, world views, methods, and attitudes, communication, collaboration

Recording and having continuing professional development accredited.

Personal development for pluralistic practice:

Personal discovery, self-attributes, development, and self-care

Reflective practice in therapy.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Assess the key theoretical principles of different counselling approaches to the treatment of a mild to moderate mental health issue		LO1 and LO2 D1 Justify pluralistic perspectives on the treatment of a mental health condition that a client might present with.
P1 Analyse limitations of monistic perspectives on mental health issues. P2 Assess research on the effectiveness of different approaches to counselling.	M1 Critically evaluate the impact of counsellor monistic perspectives on client outcomes.	
LO2 Analyse the key components of the pluralistic approach to therapy		
P3 Review the importance of client perspectives on the treatment of problems. P4 Analyse the plurality of values that counsellor and client hold that are relevant to client outcomes.	M2 Critically appraise the impact of the plurality of perspectives that client and counsellor may use on the origin and treatment of problems.	

Pass	Merit	Distinction
L03 Evaluate the impact of pluralistic practice on client outcomes in the treatment of a mild to moderate mental health issue		L03 and L04 D2 Critically evaluate own world view towards mental health and well-being and its possible impact on a diverse range of clients with mild to moderate mental health issues.
P5 Demonstrate ability to support the client to identify their own goals and available resources as part of their treatment. P6 Evaluate the importance of focusing on client-identified goals and resources in their treatment.	M3 Critically discuss the work required to support a diverse range of clients to undertake tasks at stages of the therapeutic work.	
L04 Review continuing professional development needs for pluralistic practice with a diverse range of clients		
P7 Assess the role of continuing professional development in supporting client outcomes. P8 Reflect on metacommunication in counselling work with clients, in relation to goals and tasks.	M4 Critically review personal attributes and resources relevant to pluralistic practice.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 17	LO1	x			Mini systematic literature review
	LO2	x			
	LO3	x		x	Reflective professional journal entries with action plans related to own practice
	LO4	x		x	

Recommended Resources

Textbooks

Bager-Charleson, S. (2020). *Reflective Practice and Personal Development in Counselling and Psychotherapy*. 2nd Ed. London: SAGE Publications.

McLeod, J. (2017). *Pluralistic Therapy: Distinctive Features (Psychotherapy and Counselling Distinctive Features)*. Abingdon: Routledge.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. 2nd Ed. London: SAGE Publications.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Types of therapy: An A-Z of therapeutic approaches"

(General reference)

<https://pluralisticpractice.com/>

Pluralistic Practice

"Pluralistic practice: Embracing a global perspective"

(General reference)

<https://pluralisticpractice.com/>

Pluralistic Practice

"What is the pluralistic approach, and how is it different from integrative and eclectic practices?"

(Article)

www.psychotherapy.org.uk

UK Council for Psychotherapy

"Psychotherapy approaches"

(Training)

Journals

Papayianni, F. and Cooper, M. (2017) 'Metatherapeutic communication: An exploratory analysis of therapist-reported moments of dialogue regarding the nature of the therapeutic work', *British Journal of Guidance & Counselling*, 46(2), pp. 173–184. Available at: <https://doi.org/10.1080/03069885.2017.1305098>.

Pearson, M. and de Bruin, M. (2019) 'Pluralism in counselling and psychotherapy: An introduction to theory and implications for practice', *Psychotherapy and Counselling Journal of Australia*, 7(1). Available at: https://research.usc.edu.au/discovery/fulldisplay/alma99451489102621/61USC_IN ST:ResearchRepository.

Ward, G. and McLeod, J. (2021) 'From control to vulnerability: Resolution of illusory mental health within a significant change event during pluralistic psychotherapy', *European Journal of Psychotherapy & Counselling*, 23(2), pp. 201–221. Available at: <https://doi.org/10.1080/13642537.2021.1923047>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO4	
THEME 2: Effective communication	LO4	P8
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO3, LO4	P5, P6, P7, M3, M4, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in counselling and related theories to cover the principles of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in counselling.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 18: Technology-mediated Therapy

Unit code: K/650/3594

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Technology-mediated counselling has been part of the counselling profession for many years. The demands of clients and society have necessitated that a large amount of counselling work takes place remotely, using a range of technologies. Historically, remote counselling was mainly via email and phone but developments in technology mean that counsellors have been able to seize opportunities to update their practice provision. Counselling can be facilitated using a number of video platforms, apps, phones and text-based services. Most technologically mediated counselling is now synchronous but there remains a role for asynchronous communication for some clients in certain settings. Technology is constantly changing and evolving, and the counselling profession is required to keep pace. Blended counselling can be a way of offering flexible counselling able to meet the needs of individual clients, societal requirements and the competence of the counsellor and organisation. Blended counselling is simply using a variety of media to optimise the quality and effectiveness of the counselling work; for example, phone and video, video and face to face, text-based and video.

Counsellors need to be aware of the nature of remote counselling and the additional skills, knowledge and understanding they require to facilitate counselling sessions safely and appropriately to meet the needs and demands of individual clients, the profession and society as a whole.

The aim of this unit is to enable students to gain knowledge and understanding of the nature of technology-mediated counselling, the different media and the associated technologies. It will cover the professional, legal and ethical issues and the challenges and opportunities associated with remote counselling, and support learners to identify and reflect on their own digital footprint and identity online. The unit will explore challenging psychological processes common to remote counselling, alongside the skills and qualities needed to address and resolve them safely and effectively. Techniques relevant to a range of media will be explored and students will be invited to reflect on the benefits and constraints of each. Diversity and inclusion will be addressed along with ways of ensuring counselling is accessible, including software, media appropriate to client and counsellor abilities, interpreters, etc.

The knowledge, understanding and skills gained in this unit will support students in facilitating counselling remotely, safely and effectively using a range of media and technology. Students should be able to facilitate technologically mediated counselling work from assessment through to ending, using skills and knowledge relevant and appropriate to the remote nature of the work and ensuring ample consideration is given to risk, privacy and effectiveness. Successful completion of this unit will support students in progressing to further learning in this area or a role in a counselling agency ,or will support their counselling work in private practice.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Examine different ways of offering technology-mediated therapy
- LO2 Operate technology to engage clients and communicate effectively in technologically mediated therapy sessions
- LO3 Demonstrate legal, ethical and professional practice in technologically mediated therapy
- LO4 Discuss the psychological process of disinhibition during technology-mediated therapy.

Essential Content

LO1 Examine different ways of offering technology-mediated therapy

Different ways of offering counselling remotely:

Phone

Online – video, text

Synchronous

Asynchronous

Blended.

Benefits, limitations and challenges of media:

Comparison with face-to-face counselling

Different technologies – set-up and management

Data security legislation and ethical practice.

Blending counselling:

Flexibility

Client demand

Assessing suitability and reasons for chosen blend

Justifying and communicating recommendations to client.

Health, safety and practicality of using technology in counselling practice:

Challenges to counsellor's well-being as a result of using some technologies, e.g. screen fatigue, eye strain, risks of inappropriate seating and sedentary behaviour

Display screen legislation

Workstation legislation

Workplace risk assessment

Counsellor ability to access and use technology and identification of knowledge and skills gaps

Client ability to access and use technology

Cost to counsellor/employer.

LO2 Operate technology to engage clients and communicate effectively in technologically mediated therapy sessions

Choice of technology:

Assessing self and client suitability for remote counselling and the media offered
Counsellor training and continuing professional development related to evolving technology

Contracting for remote counselling appropriate to the media being offered

Contingency planning in case of technical failures and communicating this to client.

Using technology with clients:

Counsellor–client boundaries specific to remote working and the agreed media
Therapeutic frame for remote working – location, confidentiality, privacy, visual environment

Working within own core theoretical model when working remotely

Assessing personal and professional risk when using remote counselling technology, e.g. client recording the session, eavesdropping

Digital security, e.g. spyware and malware on own/client's device.

Features within the chosen technology:

E.g. whiteboard, chat, screen sharing, emoticons

Accessibility tools and features.

LO3 Demonstrate legal, ethical and professional practice in technology-mediated therapy

Digital competence:

Assessing own personal level of competence for remote counselling

Forming, maintaining and ending the counselling relationship safely and appropriately when working remotely

Misunderstandings common to remote counselling

Ensuring counsellor privacy after session

Creating and maintaining ground rules with client

Appropriate interventions for each media.

Ethical challenges related to working remotely:

Data protection and remote counselling

Assessing and responding to risk when working remotely

Establishing client identity when working remotely

Counsellor's digital footprint

Cultural issues in relation to working remotely

Responding to disabilities, e.g. subtitles, interpreter, video rather than phone, software that widens accessibility to remote counselling

Issues of digital exclusion

Referral and signposting

Clinical supervision requirements for remote working.

LO4 Discuss the psychological process of disinhibition during technology-mediated therapy

Defining disinhibition:

Definition of disinhibition in relation to remote counselling

Peer-reviewed, published research evidence relating to disinhibition

Risks of client disinhibition

Risks of counsellor disinhibition

Reasons people may behave differently remotely to the ways they may behave in face-to-face counselling – client and counsellor

Self-presentation, identity and telepresence.

Managing the impact of disinhibition:

Enabling clients to pace communication

Responding sensitively to rapid disclosure by clients of potentially traumatic and overwhelming information

Supporting clients who become vulnerable and/or overwhelmed

Supervision, self-care and personal reflection to address counsellor's risk of over self-disclosing when working remotely

Issues of assumption, fantasy and speculation common to remote counselling, e.g. in relation to being 'unseen'.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine different ways of offering technology-mediated therapy		LO1 D1 Critically evaluate a range of different technologically mediated approaches to therapy that meet the changing needs of the client.
P1 Explain the different ways counselling can be facilitated remotely. P2 Analyse how different technologies can be set up and managed to meet the needs of the client and the counselling profession.	M1 Evaluate how to ethically deliver blended therapy to meet the changing needs of the client.	

Pass	Merit	Distinction
L02 Operate technology to engage clients and communicate effectively in technologically mediated therapy sessions		L02 and L03 D2 Critique own practice in terms of effectiveness in facilitating technologically mediated therapy.
P3 Negotiate and agree a counselling contract appropriate to the media being offered and the needs of the client. P4 Apply appropriate interventions and techniques specific to technologically mediated therapy.	M2 Analyse the challenges of forming and maintaining a therapeutic relationship when facilitating technologically mediated therapy.	
L03 Demonstrate legal, ethical and professional practice in technologically mediated therapy		
P5 Demonstrate adherence to the legal, ethical and professional guidelines for offering technologically mediated therapy. P6 Apply ground rules in own technology-mediated therapy.	M3 Adapt own practice to ensure legal, ethical and professional practice is maintained when using technology-mediated therapy.	

Pass	Merit	Distinction
LO4 Discuss the psychological process of disinhibition during technology-mediated therapy		LO4 D3 Critically reflect on the impact of disinhibition on the counselling relationship during own technology-mediated practice
P7 Using peer-reviewed literature, explain the reasons disinhibition can occur during technologically mediated therapy. P8 Discuss the processes associated with client disinhibition during technology-mediated therapy.	M4 Demonstrate how to support clients who exhibit disinhibition during technology-mediated therapy.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 18	LO1	x	x	x	Evidence-based client case study including counselling contract and critique of own practice sections
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x	x	x	Peer group discussion based on tutor-supplied questions/prompts

Recommended Resources

Textbooks

McAllister, G. (2022). *An Introduction to Digital Healthcare in the NHS*. 3rd Ed. UK: McAllister.

Whitty, M.T. and Young, G. (2016). *Cyberpsychology: The Study of Individuals, Society and Digital Technologies*. Hoboken, NJ: BPS Blackwell.

Websites

www.england.nhs.uk

NHS England

“A new service model for the 21st century”, in Delivering a ‘Net Zero’ National Health Service, section 4.1.1. pp. 37–44”

(Report)

Journals

Amaral-Garcia, S., Nardotto, M., Propper, C. and Valletti, T. (2020) 'Mums go online: Is the internet changing the demand for healthcare?' CESifo working paper 8732. Available at <http://dx.doi.org/10.2139/ssrn.3744595>.

Brunner, M., McGregor, D., Keep, M., Janssen, A., Spallek, H., Quinn, D., Jones, A. *et al.* (2018) 'An eHealth capabilities framework for graduates and health professionals: Mixed-methods study', *Journal of Medical Internet Research*, 20(5), e10229. Available at: <https://doi.org/10.2196/10229>.

Kurek, A., Jose, P.E. and Stuart, J. (2019), "I did it for the LULZ": How the dark personality predicts online disinhibition and aggressive online behavior in adolescence', *Computers in Human Behavior*, 98, pp. 31–40. Available at: <https://doi.org/10.1016/j.chb.2019.03.027>.

Meskó, B., Drobni, Z., Bényei, É., Gergely, B. and Györffy, Z. (2017) 'Digital health is a cultural transformation of traditional healthcare', *mHealth*, 3(9). Available at: <https://doi.org/10.21037/mhealth.2017.08.07>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication	LO1, LO2, LO3, LO4	P1, P2, P4, P6, M1, M2, M3, D1, D2
THEME 3: Protection and Health and Safety	LO4	P7, P8, M4, D3
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P1, P3, P4, P5, P6, P7, P8, M1, M2, M3, D1, D2, D3
THEME 5: Technology in practice	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P7, P8, M1, M2, M3, M4, D1, D2

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Unit 19: Counselling for Loss and Grief

Unit code: L/650/3595

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Loss is a part of everyone's life. Arguably, every client that comes to counselling will be coming with a loss issue. Losses involve physical items, relationships and self-esteem, among others. Of course, loss is also about bereavement and this is covered in detail. This unit positions loss as a feature of life. It explores how loss affects people and what they may do to cope with it.

Coming to terms with loss can be a difficult and arduous process. Navigating grief can be difficult for both the client and counsellor. Students will develop the knowledge and skills to work effectively with clients who have experienced loss. The aim of this unit is to enable students to explore and apply theoretical approaches to counselling to those who have experienced loss and grief.

The unit requires students to recognise the various ways in which the term 'grieving process' may be understood. Students will explore the application of various models to practice and are required to demonstrate a range of counselling skills in the context of loss and grief. Students are challenged to determine whether any one grieving process is more than a social construct. The dilemma of medication and grief, and the consequent pathologising of grief, are considered in the context of counselling.

This unit also looks at the impact on the counsellor. There is a need for counsellors to look after themselves to work effectively with clients. Therefore, a counsellor dealing with loss and grief issues needs to ensure that they use self-care effectively and the unit explores ways that the counsellor can do so. This will mean that students are ideally placed to undertake further study in loss and grief and will have the knowledge to work in the field.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain theoretical perspectives of loss and grief
- LO2 Use models of loss and grief to demonstrate the relationship between theory and counselling practice
- LO3 Evaluate the impact of disenfranchised loss on the client
- LO4 Explain the potential impact of working with loss and grief on the counsellor.

Essential Content

LO1 Explain theoretical perspectives of loss and grief

Reactions to loss:

Emotional, e.g. guilt, anger, fear

Cognitive, e.g. questioning preoccupation, confusion, disordered thinking

Physical, e.g. nausea, swallowing, pain

Behavioural, e.g. disturbed sleep, dreams, eating disorders.

Evaluation of theories/models:

Eg. Bowlby's attachment theory, Murray Parkes' phases of grief model, Kübler-Ross's stages of grief, Worden's tasks of grief, Stroebe and Schut's dual process model, Klass, Silverman and Nickman's continuing bonds models, Niemeyer's reconstruction of meaning theory, bereavement and biography

Others psychological theories that relate to grief, e.g. Freud, Klein, Marris.

Critical evaluation:

The medicalisation of death, the pathologising of grief, grief as a social construct

Linear models

Differences between descriptive and prescriptive use of models

Pitfalls of over-adherence to theory

Concept of normal grief

Language of grief

Medicalisation/normalisation of grief.

LO2 Use models of loss and grief to demonstrate the relationship between theory and counselling practice

Application of models of grief:

The importance of using grief theories within the framework of a counsellor's underlying theoretical base

Using models of grief within own theoretical framework, the strengths and limitations of using grief models

Applying the relevant models to how the client experiences and understands their grief process

Reflecting on the integration of skills within the theoretical framework

Using the theoretical framework to respond to client's needs

Integrating skills in a structured and coherent way.

Implications for counselling:

Reflection on how these reactions affect the client–counsellor relationship and the counselling process

Issues of dependency in the counselling relationship, e.g. transference

Differences in a client's experience of grief – cultural experiences and expressions of grief, spiritual aspects, gender differences.

LO3 Evaluate the impact of disenfranchised loss on the client

Explain types of disenfranchised loss:

This may include different losses experienced by clients, including, though not limited to, trauma, suicide, adverse childhood experiences (ACEs), complicated grief, prolonged grief disorder, infertility, loss of job, home or pet, perinatal, anticipatory grief.

The impact these may have on the client:

Physical impact, e.g. aches, pains, illnesses

Emotional impacts, e.g. prolonged crying, distress, anger, symptoms of post-traumatic stress disorder (PTSD)

Relationships that may be unacknowledged by others, e.g. having an affair, LGBT+ (lesbian, gay, bisexual, transgender, queer, questioning, intersex or asexual and other) relationships

Loss considered to not be important, e.g. the loss of a pet or house

Stigma associated with the loss, e.g. suicide, death of a loved one with an addiction

Exclusion from mourning, e.g. an ex-partner, classmate

Grief that is expressed outside the norms of society

A need to be listened to and supported

To have their loss acknowledged.

LO4 Explain the potential impact of working with loss and grief on the counsellor

Impact:

Impact of loss and grief on self

Reflection on own experience(s) of loss and grief

Application of theories of loss and grief to self

Spiritual/cultural aspects

Physical and psychological impacts, e.g. stress, burnout, compassion fatigue, vicarious traumatisation, personal growth

Addressing own unresolved issues.

Benefits and limitations of self-care strategies:

Strategies, e.g. personal therapy, peer networking

Maintaining work–life balance

Specific strategies to gain support, e.g. meditation, mindfulness, peer support.

Supervision:

Awareness of own losses

Need for boundaries

Transference and counter-transference

Diffidence about spiritual matters

Use of theories to explore key issues.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Explain theoretical perspectives of loss and grief		LO1 and LO2 D1 Synthesise theories of loss to create a coherent model that can be used and critically evaluated in a professional counselling session, highlighting areas of difficulty and success.
P1 Explain theories of loss and grief. P2 Analyse the importance for a counsellor of knowledge of a variety of loss and grief models.	M1 Critically analyse different theories of loss and grief.	
LO2 Use models of loss and grief to demonstrate the relationship between theory and counselling practice		
P3 Demonstrate a professional counselling session using models of grief. P4 Analyse own use of the models of loss and grief in a counselling interaction.	M2 Evaluate own counselling session in relation to the use of counselling skills and models of grief.	

Pass	Merit	Distinction
L03 Evaluate the impact of disenfranchised loss on the client		L03 D2 Create a treatment plan for a case study about a disenfranchised grief client and evaluate its effectiveness.
P5 Explain types of disenfranchised loss and potential client reactions to it. P6 Evaluate the impact of disenfranchised grief on a case study.	M3 Using a case study, analyse how a client can be supported when they are experiencing disenfranchised grief.	
L04 Explain the potential impact of working with loss and grief on the counsellor		L04 D3 Critically evaluate the effectiveness of own use of self-care in terms of meeting own needs and use of supervision to ensure effective support.
P7 Examine how loss can impact on own personal health and wellbeing as a counsellor working with loss and grief. P8 Explain own strategies of self-care to support own work with loss and grief.	M4 Evaluate the process of using self-care to support own grief and loss counselling.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 19	LO1	x			Evidence-based case study and treatment plan based on own practice, and presented at peer conference
	LO2	x	x	x	
	LO3	x		x	
	LO4	x		x	Short reflective account using student's own choice of reflection method/ model/tool/practice

Recommended Resources

Textbooks

Bryant-Jeffries, R. (2006). *Counselling for Death and Dying: Person-Centred Dialogues*. London: CRC Press.

Doka, K.J. (2010). *Grieving Beyond Gender: Understanding the Ways Men and Women Mourn*. 2nd Ed. Hove: Routledge.

Hedtke, L. and Winslade, J. (2016). *The Crafting of Grief: Constructing Aesthetic Responses to Loss*. Abingdon: Routledge Press.

Jordan, J.R. and McIntosh, J.L. (2015). *Grief After Suicide: Understanding the Consequences and Caring for the Survivors*. Abingdon: Routledge Press.

Katz, R.S. and Johnson, T.A. (2016). *When Professionals Weep: Emotional and Countertransference Responses in Palliative and End-of-Life Care*. 2nd Ed. Abingdon: Routledge Press.

Kessler, D. (2019). *Finding Meaning: The Sixth Stage of Grief*. London: Rider Publishing.

Klass, D. and Steffen, E.M. (2017). *Continuing Bonds in Bereavement: New Directions for Research and Practice*. Abingdon: Routledge Press.

Kosminsky, P.S. (2016). *Attachment-Informed Grief Therapy: The Clinician's Guide to Foundations and Applications*. Abingdon: Routledge Press.

- Kübler-Ross, E. and Kessler, D. (2005). *On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss*. London: Simon & Schuster.
- Mallon, B. (2008). *Dying, Death and Grief: Working With Adult Bereavement*. London: SAGE Publications.
- Murray Parkes, C. (2015). *The Price of Love: The selected works of Colin Murray Parkes*. Abingdon: Routledge Press.
- Murray Parkes, C. and Prigerson, H.G. (2010). *Bereavement Studies of Grief in Adult Life*. 4th Ed. London: Penguin Books.
- Murray Parkes, C., Laungani, P. and Young, B. (2015). *Death and Bereavement Across Cultures*. 2nd Ed. Abingdon: Routledge Press.
- Neimeyer, R.A. (2015). *Techniques of Grief Therapy: Assessment and Intervention*. Abingdon: Routledge Press.
- Palmer, A. and Hartley, B. (2011). *The Business Environment*. 7th Ed. Maidenhead: McGraw-Hill.
- Stroebe, M., Schut, H. and van den Bout, J. (2012). *Complicated Grief: Scientific Foundations for Health Care Professionals*. Abingdon: Routledge Press.
- Thompson, B.E. and Neimeyer, R.A. (2014). *Grief and the Expressive Arts: Practices for Creating Meaning*. Abingdon: Routledge Press.
- van Wielink, J., Wilhelm, L. and van Geelen-Merks, D. (2019). *Loss, Grief, and Attachment in Life Transitions: A Clinician's Guide to Secure Base Counseling*. Abingdon: Routledge Press.
- Wilson, J. (2013). *Supporting People through Loss and Grief: An Introduction for Counsellors and Other Caring Practitioners*. London: Jessica Kingsley Publishers.
- Worden, J.W. (2009). *Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner*. 4th Ed. Abingdon: Routledge Press.

Websites

www.beyondblue.org.au

Beyond Blue

"Grief and loss"

(General reference)

<https://griefcounselor.org>

Center for Grief Recovery and
Therapeutic Services

"Helpful websites for grieving"

(General reference)

www.dyingmatters.org

Dying Matters

"I need support with a bereavement"

(General reference)

www.helpguide.org

HelpGuide

"Coping with grief and loss"

(Article)

www.mind.org.uk

Mind

"Bereavement"

(General reference)

www.nhs.uk

NHS

"Grief after bereavement or loss"

(General reference)

www.cruse.org.uk

Cruse Bereavement Support

<https://grief.com/>

Grief.com

<https://griefwatch.com>

Grief Watch

www.thegoodgrieftrust.org

The Good Grief Trust

Journals

No recommendation.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 20: Working with Survivors of Abuse

Unit 31: Self-care for the Counselling Practitioner

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication	LO2	P3, P4, M2, D1
THEME 3: Protection and Health and Safety	LO4	P7, P8, M4, D3
THEME 4: Professional and ethical practice	LO1, LO2	P2, P3, P4, M2, D1
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Tutors must be appropriately qualified and experienced in loss and grief to cover the principles and skills development aspects of this unit.

Tutors need a bank of loss scenarios that ensure that students can demonstrate the full range of skills and models. Other essential resources are models of grief and the use of a suitably furnished room to ensure privacy.

Delivery

It is important that this module is taught so that students understand that loss and grief are part of life and not just about death. Loss is something that all clients come with in some form (e.g. loss of self-esteem, loss of health). The difference between a theory and a model should be made clear.

When evaluating the advantages and disadvantages of the models of grief, students should be given an awareness of the limitations of adherence to any one model and, especially, how adherence to a linear model can adversely affect practice.

Tutors should be aware that it is not appropriate for students to work with the concept of 'normal' and 'abnormal'. Tutors should make students aware of the concepts of disenfranchised grief and complicated grief. There should be critical awareness about whether models are used descriptively or prescriptively.

Through the interaction itself, and in subsequent analysis of the interaction, students will explore the implications of the various models for their own counselling practice. It is important to combine skills and use of models and the assessment should reflect this.

Students must have a commitment to, and demonstrate, equal opportunities, non-discriminatory practice and cross-cultural counselling. Therefore, they will need an awareness of the influence of culture on grief and mourning.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification’s theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in loss and grief.

Evidence of Learning Outcomes must be in the form of practical demonstration of skills and subsequent analysis of interventions made.

Students should demonstrate their skills and capabilities by generating a specific loss scenario either provided by the tutor or developed by the student. If appropriate permission is given and the student is careful of confidentiality, a case study of a client can be used. In any of these cases this needs to be appropriately managed by the tutor. Students should then be able to analyse which models and/or theories underpinned their interventions and how these affect the counselling process.

Evidence against practice-based criteria can be collated in students’ workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students’ workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 20: Working with Survivors of Abuse

Unit code: M/650/3596

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Abuse is an issue that every counsellor will come across. Abusive behaviour can have a significant impact on a person's physical and mental health. Therefore, understanding the issues and how best to support the client will benefit both client and counsellor. In this unit, students will familiarise themselves with signs of abuse and be equipped with the skills to confidently talk to a client who is experiencing, or has in the past experienced, abuse. The term 'abuse' is explored in a broad sense and considers different types of abuse, including social, psychological and physical abuse as well as sexual abuse.

The focus in this unit is on adult survivors of abuse. All work with survivors of abuse is underpinned by legal and ethical issues. Students will explore the impact of these on the client, themselves and their practice. Students will learn theories and models of abuse, practical skills in counselling a survivor of abuse, legal aspects and confidentiality. Students will explore the power issues involved in an abusive relationship and the skill needed to apply abuse theories in the context of abuse when working with clients. The aim of this unit is to enable students to explore definitions, types and theories of abuse and apply them to the counselling process in an ethical manner, making use of supervision when appropriate.

The knowledge and skills developed in this unit will also support students in understanding how and when to access advice and guidance on legal and ethical issues relating to health, care and support in this context. The unit emphasises the effects on both the client and counsellor of counselling people who have experienced abuse, as well as the need for supervision to aid in managing the impact of these effects.

On completion of this unit, students will have acquired a good working knowledge of abuse and how a counsellor can work with and support a client throughout the counselling process. This unit will support progression in employment and continuing higher education in areas related to counselling.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Examine different theories to explain a client's experience of abuse
- LO2 Use explanations and models of abuse in a counselling setting
- LO3 Explore the relationship between legal and ethical issues in counselling practice when working with clients who have experienced abuse
- LO4 Use effective support to manage impact of abuse issues on counsellor.

Essential Content

LO1 Examine different theories to explain a client's experience of abuse

Factors leading to abuse:

E.g. issues of power, social, financial, environmental, educational, cultural, lifestyle, isolation.

Types of abuse:

Key terminology used, the language of the victim vs survivor

Types of abuse, e.g. domestic abuse, childhood abuse, ACEs, social, physical and the nature of violence, sexual, psychological, environmental, neglect, financial, spiritual, pet abuse, stalking, self-harm

Different perceptions of abuse, e.g. victims or survivors, abusive relationships, cultural contexts, legal implications, myths, determining what is 'true'

Prevalence of abuse, key statistics.

Theories explaining abuse:

Power as the underlying issue in abuse

Theories to explain abuse, e.g. social learning theory, family systems theory, Finkelhor's preconditions model, psychodynamic theory, intergenerational transmission theory, feminist theories, integrative models (e.g. the socio-ecological model), biopsychological models (e.g. polyvagal theory)

Key theorists, e.g. Klein, Winnicott, Bowlby, Miller, Porges, van der Kolk

Cross-cultural interpretations and applications.

LO2 Use explanations and models of abuse in a counselling setting

Essential issues for a counsellor dealing with abuse:

Risk factors for abuse, e.g. individual, family, community, societal

Warning signs, e.g. signs to be aware of that indicate abuse might be happening (e.g. unexplained bruises, soreness when moving), signs that the client needs to be aware of to stop it happening again (e.g. name calling, shaming)

The importance of the counsellor's cultural competency, understanding of and respect for the cultural factors that affect a person's experience and perception of abuse

Principles of increasing safety and respecting the autonomy of abuse survivors, including safety planning.

Models of treatment for abuse:

Person-centred approaches

Cognitive-behavioural approaches

Solution-focused therapies

Inner child work

Creative therapies

'The body keeps the score' work.

Strategies when working with clients who have experienced abuse:

Risk assessment for client, safety planning, safety during an explosive incident, safety when preparing to leave, safety in the new setting

Key practical models, e.g. Parks' inner child therapy, Bradshaw's 'healing the shame', accommodation syndrome, creative therapies, play therapy, polyvagal work.

LO3 Explore the relationship between legal and ethical issues in counselling practice when working with clients who have experienced abuse

Legal issues:

Legislation relating to children and vulnerable adults

Criminal acts defined in law in relation to abuse, e.g. (in the UK) actual bodily harm (ABH), stalking

Legislation relating to criminal penalties

Legislation relating to court appearances

Confidentiality in relation to abuse.

Ethical issues:

Codes of practice from professional bodies, e.g. British Association for Counselling and Psychotherapy (BACP)

Appropriate responses, asking the question, use of skills to support the client, e.g. core conditions (empathy, acceptance, congruence)

Physical issues, including proximity, touch, e.g. shaking hands

Using appropriate skills at the client's pace, reflecting, following, going at client's pace

Responding to sexually explicit language

Working with abuse issues, e.g. making sure to remain within scope of training and maintain boundaries

Specific interactions, e.g. inner child work, letter writing, polyvagal work.

LO4 **Use effective support to manage impact of abuse issues on counsellor**

Impact:

Impact of abuse on self, reflection on own experience(s) of abuse, application of theories of abuse to self

Possible impact on counsellor, e.g. stress, burnout, compassion fatigue, vicarious traumatisation, personal growth, own unresolved issues.

Benefits and limitations of self-care strategies:

Personal therapy, peer networking, work–life balance

Specific strategies to gain support, e.g. line manager, supervisor, peer support, therapy

Self-care strategies, e.g. meditation, mindfulness.

Supervision:

Awareness of own losses, need for boundaries, transference and counter-transference

Use of theories to explore key issues.

Care of the self when counselling clients who have experienced abuse:

Self-awareness, reflection, emotional exploration of self as a result of issues raised

Own unresolved issues

Skills development

Developing practice, e.g. competence

Restorative measures, e.g. self-care strategies, mindfulness, meditation, personal therapy

Recognition and acceptance of own limitations

Importance of personal and professional boundaries.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Examine different theories to explain a client's experience of abuse		L01 and L02 D1 Create and evaluate a treatment plan for a clinically complex client, including risk assessment, safety, theories and models of abuse, skills used and a prognosis.
P1 Explain different types of abuse and the factors that can lead to abuse. P2 Analyse different theoretical explanations of abuse in relation to a client's experience.	M1 Evaluate how different theories of abuse can impact on the treatment of a client who has experienced abuse.	
L02 Use explanations and models of abuse in a counselling setting		
P3 Apply models of abuse to counsel people who have experienced abuse. P4 Evaluate the usefulness of different models of abuse for counselling people who have experienced abuse.	M2 Demonstrate and evaluate safe and clinically effective practice using models of abuse when counselling a client who has experienced abuse.	

Pass	Merit	Distinction
L03 Explore the relationship between legal and ethical issues in counselling practice when working with clients who have experienced abuse		L03 and L04 D2 Critically analyse complex dilemmas where legal and ethical issues conflict in clinical practice with a case study client who has experienced abuse. Assess impact on self, and own ability to deal with abuse issues and dilemmas including effective reflection and use of support.
P5 Assess the legal and ethical implications of counselling a person who has experienced abuse, including self-care. P6 Explain how legal and ethical boundaries may cause ethical dilemmas in relation to working with those who have been abused.	M3 Use a case study to demonstrate how to resolve ethical dilemmas in relation to working with those who have been abused and assess the impact on own practice.	
L04 Use effective support to manage impact of abuse issues on counsellor		
P7 Explain the potential impact of abuse issues on the counsellor. P8 Examine potential sources of support and their usefulness for a counsellor.	M4 Evaluate the role of support in maintaining safe, ethical practice for a counsellor working with abuse survivors.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 20	LO1	x		x	Evidence-based treatment plan evaluation
	LO2	x		x	
	LO3	x	x	x	Case study with self-reflection section
	LO4	x		x	

Recommended Resources

Textbooks

Bryant-Jeffries, R. (2015). *Counselling a Survivor of Child Sexual Abuse: A Person-Centred Dialogue*. London: CRC Press.

Cloitre, M., Cohen, L.R., Koenen, K.C., Ortigo, K.M. and Jackson, C. (2020). *Treating Survivors of Childhood Abuse and Interpersonal Trauma: STAIR Narrative Therapy*. 2nd Ed. New York: Guilford Press.

Hopper, E.K., Grossman, F.K., Spinazzola, J. and Zucker, M. (2021). *Treating Adult Survivors of Childhood Emotional Abuse and Neglect: Component-Based Psychotherapy*. New York: Guilford Press.

McQueen, D., Itzin, C., Kennedy, R., Sinason, V. and Maxted, F. (2008). *Psychoanalytic Psychotherapy After Child Abuse: The Treatment of Adults and Children Who Have Experienced Sexual Abuse, Violence, and Neglect in Childhood*. London: Routledge.

Milner, J. and Myers, S. (2016). *Working with Violence and Confrontation Using Solution Focused Approaches: Creative Practice with Children, Young People and Adults*. London: Jessica Kingsley Publishers.

Peterson, C.A. (2020). *Interpersonal Aggression: Complexities of Domestic and Intimate Partner Abuse*. Tucson, AZ: Wheatmark.

Porges, S.W. and Dana, D.A. (2018). *Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies*. London: W.W. Norton & Company.

Sanderson, C. (2013). *Counselling Skills for Working with Trauma: Healing from Child Sexual Abuse, Sexual Violence and Domestic Abuse*. London: Jessica Kingsley Publishers.

Sanderson, C. (2015). *Counselling Skills for Working with Shame*. London: Jessica Kingsley Publishers.

- Spring, C. (2019). *Unshame: Healing Trauma-Based Shame Through Psychotherapy*. 2nd Ed. Huntingdon: Carolyn Spring Publishing.
- Sue, D.W., Sue, D., Neville, H.A. and Smith, L. (2022). *Counseling the Culturally Diverse: Theory and Practice*. 9th Ed. Hoboken, NJ: Wiley.
- Toon, K. and Ainscough, C. (2018). *Breaking Free: Help for Survivors of Child Sexual Abuse*. 2nd Ed. London: Sheldon Press.
- Toon, K. and Ainscough, C. (2020). *Breaking Free Workbook: Practical Help for Survivors of Child Sexual Abuse*. London: Sheldon Press.
- van der Kolk, B. (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books.
- Zayfert, C. and Black Becker, C. (2020). *Cognitive-Behavioral Therapy for PTSD: A Case Formulation Approach*. 2nd Ed. New York: Guilford Press.

Websites

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| www.bbc.co.uk | BBC
"BBC Action Line"
(General reference) |
| www.bbc.co.uk | BBC News
"Claire's Law introduced to tackle domestic violence (8 March 2014)"
(Article) |
| www.bitc.org.uk | Business in the Community and HM Government
"Domestic abuse: a toolkit for employers"
(Report) |
| ct.counseling.org | Counseling Today
"Working through the hurt"
(Article) |
| www.theduluthmodel.org | Domestic Abuse Intervention Programs
"What is the Duluth Model?"
(General reference) |

www.dragonslippers.com

Dragonslippers

"This is what an abusive relationship looks like"

(General reference)

www.gov.uk

Home Office

"The economic and social costs of domestic abuse: Research report 107"

(Report)

www.gov.uk

Home Office and Ministry of Justice

"Transforming the response to domestic abuse: consultation response and draft bill"

(Report)

www.ons.gov.uk

Office for National Statistics (ONS)

"Domestic abuse in England and Wales: year ending March 2018"

(Report)

www.sentencingcouncil.org.uk

Sentencing Council

"Overarching principles – Domestic abuse: Definitive guideline"

(Report)

www.victimsupport.org.uk

Victim Support

"What is domestic abuse?"

(General reference)

www.vodafone.com

Vodafone Foundation

"Domestic violence and abuse: working together to transform responses in the workplace"

(Report)

www.legislation.gov.uk

Health and Safety at Work etc. Act 1974

(General reference)

Journals

O'Leary, P., Coohey, C. and Easton, S.D. (2010) 'The effect of severe child sexual abuse and disclosure on mental health during adulthood', *Journal of Child Sexual Abuse*, 19(3), pp. 275–289. Available at: <https://doi.org/10.1080/10538711003781251>.

Paulson, J.L. (2020) 'Intimate partner violence and perinatal post-traumatic stress and depression symptoms: A systematic review of findings in longitudinal studies', *Trauma, Violence, & Abuse*, 23(3), pp. 733–747. Available at: <https://doi.org/10.1177/1524838020976098>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 13: Person-centred Approaches to Counselling

Unit 19: Counselling for Loss and Grief

Unit 31: Self-care for the Counselling Practitioner

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO1, LO4	P7, P8, M4, D1, D2
THEME 4: Professional and ethical practice	LO2, LO3, LO4	P3, P4, P5, P6, P7, P8, M2, M3, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Access to supervision is a requirement for this unit.

Tutors should have experience and expertise in legal aspects and counselling aspects. They must be able to offer supervised placement.

The use of a suitably furnished room to ensure privacy is also essential.

Delivery

Tutors must be appropriately qualified and experienced in working with survivors of abuse to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 21: Counselling Young People

Unit code: R/650/3597

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Young people now face more and more difficulties in everyday life. Therefore, an understanding of the difficulties they face and the impact on their mental health has become of utmost importance. The increase in mental health issues in young people has led to an upsurge in the need for counsellors with training in counselling young people. Therefore, there is a real need for this unit, which focuses on how to safely counsel young people.

The unit is suitable for students who wish to learn more about working therapeutically with children and young people between the ages of 11 and 18. Its aim is to develop students' knowledge of what is involved when counselling young people. It covers issues of mental health that affect young people and explores the impact of the young person's own life-stage development on these. To practise with this age group in an ethical and effective way, it is essential to have a good grasp of the legal and ethical frameworks that encircle such work. Therefore the unit looks at ethics and professional standards that underpin the essential skills, principles and competences that are required to begin working with young people in the age range 11–18 years.

Personal development is an essential underpinning feature for the counselling practitioner. This unit will encourage the use and development of key reflection models that can be used in a student's practice, encompassing the support and supervision a counsellor will need to counsel this age group, as well as the self-reflection necessary to work safely. Working with young people can be very satisfying and rewarding, but it is also an area that brings its own challenges. Therefore, practitioner safety is important.

The content of this unit is underpinned by the National Counselling Society Code of Ethical Practice and the British Association for Counselling and Psychotherapy (BACP) Ethical Framework for the Counselling Professions and aligned with the BACP *Counselling Children and Young People (4–18 years) Training Curriculum*.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Assess the use of standards in working safely with young people
- LO2 Evaluate how mental health difficulties can affect young people at different life-stage changes
- LO3 Apply mental health understanding using core theory in a counselling practice scenario
- LO4 Assess own practice when counselling young people.

Essential Content

LO1 Assess the use of standards in working safely with young people

Regulation for working safely with young people:

Legal frameworks that determine the criteria for capacity and informed consent, e.g. Mental Capacity Act 2005 (in England and Wales), 'Gillick competence'

Taking young people's needs into account when making welfare decisions that pertain to them, e.g. UN Convention on the Rights of the Child

Data protection and disclosure of information legislation, e.g. Data Protection Act 2018 and its amendments, Human Rights Act 1998

Equality legislation to protect people from discrimination, e.g. Equality Act 2010

Key concepts – safety in working with young people, impact on counselling of key legislation, impact on confidentiality and referral.

Ethical guidance for working safely with young people:

Key principles that counsellors need to use to ensure ethical practice (with reference to professional body's current ethical framework)

Key concepts – working with ethical conflicts, how to use and access professional support networks and counselling supervision, exploring own limits of competence, using referral ethically and appropriately, multi-agency working, putting the young person's needs at the heart of the process, confidentiality, managing disclosures and requests for information

Maintaining boundaries

Data protection legislation and disclosure of information

Keeping and maintaining appropriate records

Issues of difference and equality (anti-oppressive and anti-discriminatory practice).

Using ethical guidance:

Identifying and dealing with potential ethical conflicts

Making the best use of professional support networks and clinical supervision, understanding own limits of competence and how to identify and carry out onward referral if necessary

Identifying and minimising the potential for harm

Working in collaboration with other professionals.

LO2 **Evaluate how mental health difficulties can affect young people at different life-stage changes**

Key mental health difficulties experienced by young people:

Stress, anxiety, depression, self-harm

Other mental health difficulties, e.g. eating disorders, conduct disorders, PTSD, attention deficit hyperactivity disorder (ADHD), suicidal ideation.

Assess the development of mental health difficulties in young people:

Signs and symptoms of mental health issues in young people

Social, psychological, family and biological factors associated with the development and maintenance of mental health problems

Types of abuse suffered by young people

Signs and symptoms of physical, emotional, sexual and verbal abuse

Signs and symptoms of bullying, including physical, verbal, emotional and cyberbullying

Signs and symptoms of neglect

The effects of abuse, bullying and neglect on a young person

Risk factors associated with abuse and neglect, including parental and social, and risk factors associated with the individual young person

Protective factors, e.g. resilience, good physical health.

Impact of mental health difficulties on young people and their friends and families:

Ways in which mental health problems can impact on the young person's family and friends

Possible effects on employment and/or study, including potential long-term effects

Incidence and prevalence of mental health presentations across different cultures, ethnicities and social classes.

Child and adolescent development and the young person's mental health:

Child and adolescent development, including physical, cognitive, social and emotional development

Age-appropriate and problematic behaviours

Developmental stages, including physical, affective and interpersonal, cognitive, language, social and psychosexual milestones

Implications of developmental stages for therapeutic work

Effects of developmental transitions on young people

Interaction between aspects of a young person's development and contextual factors

Fundamentals of attachment theory and its implications for cognitive, emotional and social development

Development of relationships with parents/carers, siblings and peers

Development of emotional well-being, self-regulation, mental health and mental health problems

Development of resilience

Adopted or looked-after young people.

LO3 Apply mental health understanding using core theory in a counselling practice scenario

A young person's development and the core theoretical model in counselling practice:

Knowledge of core theoretical model explanation of child and adolescent development and its application to counselling practice

Knowledge of attachment theory and the interaction between the young person's care environment and their development

Use of creative therapies to work with the young person and the importance of using alternative ways for the young person to engage, e.g. drawing, stone/buttons, painting, modelling clay.

Ethical and professional competence in relation to this subject area.

Risk assessment when counselling young people:

Different forms of clinical risk routinely assessed in practice, e.g. suicide, self-harm, harm to others

Different types of risk and protective factors

The aims of risk assessment in terms of improvement and prevention for the young person

Using risk assessment tools

Different stages of risk assessment and who might conduct these

Consideration of the young person's developmental age and ways this affects their perception and understanding of behaviours and risk

Awareness of the limitations of counsellor's own expertise

Gaining support/advice from appropriate professionals

How to identify and carry out onward referral if necessary.

Child protection concerns:

Responding to and reporting child protection concerns/suspicions of risk to appropriate internal and external partners/agencies

Statutory responsibilities of adults (e.g. parents/carers, school staff) to keep young people safe from harm

Relevant legislation and local policies and procedures that underpin responses to child protection concerns.

LO4 Assess own practice when counselling young people

Assessing the impact on self and client of counselling young people:

Applying core theoretical model to self, including own experiences, recognising own values, feelings and prejudices, recognising equal opportunities, valuing difference and diversity, model of person, behaviour patterns, learning from experience.

Assess the impact of the development of self-awareness when counselling young people:

The ability to reflect on and critically evaluate the integration of own experience into the therapeutic relationship, and any impact on the client

Reflection of own knowledge, skills and practical competence to include experiences, values and own education

Tools and techniques used and developed for reflection and their usefulness in supporting own reflective journey.

Self-reflection and supervision:

Theoretical models used to define and support reflective practice and effectiveness in supporting own reflective journey

Reflect on and critically appraise own experience of, and responses to, working with mental health issues with young people

Reflect on own capacity to use supervision for in-depth, critical self-appraisal and self-reflection

Assess own ability to use supervision for both personal and professional development

Reflect on and critically review own practice and personal and professional development in supervision

Use of supervision for developing ethical and professional awareness and competence.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Assess the use of standards in working safely with young people		L01 and L02 D1 Using real or fictional case studies of young people, critically evaluate the use of standards in ensuring safe working with young people at different life stages.
P1 Discuss key features of legal and ethical standards when counselling young people. P2 Explain the dilemmas a counsellor may face when working with young people.	M1 Assess how to use legal and ethical frameworks to ensure safe and ethical practice.	
L02 Evaluate how mental health difficulties can affect young people at different life-stage changes		
P3 Explain mental health difficulties a young person may face. P4 Explain the different life stages a young person will go through.	M2 Create a timeline of the difficulties a young person may have at different ages, including protective factors and risk factors.	

Pass	Merit	Distinction
L03 Apply mental health understanding using core theory in a counselling practice scenario		L03 and L04 D2 Reflect in detail on use of counselling theory to assess own practice in relation to counselling young people.
P5 Explain how the core theory applies to the process of counselling a young person. P6 Critique the use of play/creative therapy when counselling a young person.	M3 Use a risk assessment tool, creative therapy and the application of the core theory in a counselling practice scenario for young person.	
L04 Assess own practice when counselling young people		
P7 Explain how own use of theory has impacted on counselling interactions with a young person. P8 Assess the importance of continuing self-reflection and self-awareness when counselling young people.	M4 Create an action plan to assess own readiness/ability to counsel young people using self-reflection, support and supervision.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 21	LO1	x	x	x	Evidence-based case study with timeline
	LO2	x	x	x	
	LO3	x	x	x	Learner-facilitated peer group workshop, with post-workshop action plan submission
	LO4	x	x	x	

Recommended Resources

Textbooks

Bryant-Jeffries, R. (2016). *Counselling Young People: Person-Centered Dialogues*. Hove: Routledge.

Cassidy, J. and Shaver, P.R. (2018). *Handbook of Attachment: Theory, Research and Clinical Applications*. 3rd Ed. New York: Guilford Press.

Connor, J. (2020). *Reflective Practice in Child and Adolescent Psychotherapy: Listening to Young People*. Hove: Routledge.

Daniels, D. and Jenkins, P. (2010). *Therapy with Children: Children's Rights, Confidentiality and the Law*. 2nd Ed. London: SAGE Publications.

Geldard, K., Geldard, D. and Yin Foo, R. (2019). *Counselling Adolescents: The Proactive Approach for Young People*. 5th Ed. London: SAGE Publications.

Harms, L. (2020). *Understanding Human Development*. 3rd Ed. Melbourne, Victoria: Oxford University Press.

Hawton, K. and Rodham, K. (2006). *By Their Own Hand: Deliberate Self-Harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers.

Kirkbride, R. (2017). *Counselling Young People: A Practitioner Manual*. London: SAGE Publications.

Kirkbride, R. (2021). *Key Theories and Skills in Counselling Children and Young People: An Integrative Approach*. London: SAGE Publications.

- Midgley, N., Hayes, J. and Cooper, M. (2017). *Essential Research Findings in Child and Adolescent Counselling and Psychotherapy*. London: SAGE Publications.
- Parker, J. and Ashencaen Crabtree, S. (2020). *Human Growth and Development in Children and Young People: Theoretical and Practice Perspectives*. Bristol: Policy Press.
- Phifer, L., Crowder, A., Elsenraat, T. and Hull, R. (2020). *CBT Toolbox for Children and Adolescents: Over 220 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders*. Eau Claire, WI: PESI Publishing & Media.
- Plummer, D.M. (2014). *Helping Adolescents and Adults to Build Self-Esteem: A Photocopiable Resource Book*. 2nd Ed. London: Jessica Kingsley Publishers.
- Robson, M. and Pattison, S. (2018). *The Handbook of Counselling Children and Young People*. 2nd Ed. London: SAGE Publications.
- Rogers Mitchell, R. and Friedman, H.S. (2021). *Sandplay Wisdom: Understanding Sandplay Therapy*. Hove: Routledge.
- Sherman, L. (2014). *Skills in Counselling & Psychotherapy with Children and Young People*. London: SAGE Publications.
- Sunderland, M. (2015). *Conversations That Matter: Talking with Children and Teenagers in Ways That Help*. Duffield: Worth Publishing.
- Timimi, S. (2021). *A Straight-Talking Introduction to Children's Mental Health Problems*. 2nd Ed. Ross-on-Wye: PCCS Books.
- Treisman, K. (2017). *A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma: Creative Techniques and Activities*. London: Jessica Kingsley Publishers.
- Wilson, P. and Long, I. (2017). *The Big Book of Blob Feelings*. Hove: Routledge.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

“What is person-centred counselling?”

(Article)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

“Counselling MindEd e-learning”

(Training)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP) and Welsh Government

“School and community-based counselling operating toolkit (revised 2020)”

(Report)

www.camhs-resources.co.uk

CAMHS Resources

“Websites”

(General reference)

www.gov.uk

Department for Education

“Counselling in schools: a blueprint for the future (2016)”

(Report)

www.gov.uk

HM Government

“Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (2018)”

(Report)

www.mentalhealth.org.uk

Mental Health Foundation

“Children and young people”

(General reference)

www.place2be.org.uk	Place2Be “Counselling training and placements” (Training)
www.solgrid.org.uk	Solihull grid for learning (Solgrid) “Useful websites and resources – emotional wellbeing and mental health” (General reference)
www.apcca.org.uk	Association for Person Centred Creative Arts
www.the-pca.org.uk	The Person Centred Association

Journals

https://www.bacp.co.uk/bacp-journals/bacp-children-young-people-and-families-journal/	BACP Children, Young People and Families journal
https://www.tandfonline.com/journals/ucac20	Journal of Child and Adolescent Counselling: official journal of the Association for Child and Adolescent Counselling
https://www.tandfonline.com/journals/rjcp20	Journal of Child Psychotherapy: published on behalf of the Association of Child Psychotherapists

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 20: Working with Survivors of Abuse

Unit 22: Trauma-informed Therapy

Unit 31: Self-care for the Counselling Practitioner

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO1, LO3	D1, M3
THEME 4: Professional and ethical practice	LO1, LO3, LO4	P1, P1, P7, P8, M1, M4, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Tutors should be trained and experienced in a core theoretical model.

Students must develop their theoretical knowledge and be able to apply it.

Delivery

The delivery of this unit should incorporate both theoretical and experiential elements, where possible seeking to integrate the two. Learning opportunities present within relationships in the course community should be used to explore personal material and elucidate the principles being studied. It is particularly important, therefore, that tutors seek to embody a knowledge and application of counselling young people in their style of teaching.

Students and tutors are expected to be committed to and demonstrate anti-discriminatory and ethical practice.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

This unit is a theoretical unit and the practical element is expected to be in a classroom scenario.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 22: Trauma-informed Therapy

Unit code: Y/650/3599

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Trauma-informed therapy is a process that requires the therapist to recognise and acknowledge the myriad of traumatic experiences that may lead to a client requiring therapy for trauma, and to understand the behaviours and feelings that present in and out of the therapy room as adaptations (ways of coping) with their traumatic experiences. Trauma-informed therapy is neither a modality nor an intervention; it is a philosophy of practice that is integrated into every aspect of the therapeutic process.

In this unit students will consider the key theories and modalities recommended for use with clients who have experienced trauma as well as the common presentations of trauma and their complexities. Students will take cultural, socio-political and economic factors into consideration, examining their relationship with trauma and trauma therapy's place in these wider social contexts. Students will evaluate ways of working with trauma in the therapy room, and examine the associated risks and ways to manage them.

On completion of this unit students will have a deepened awareness of diverse presentations of trauma and a critical understanding of key trauma theory and the relationship between theory and trauma-informed practice. Students will be able to critically assess appropriate interventions for key trauma responses in the therapy room, with an awareness of safety, appropriate contracting and how to approach risk in a trauma-informed way.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Review the key types of trauma and their associated presentations
- LO2 Evaluate key theories and approaches commonly used to treat trauma
- LO3 Explore socio-political and cultural aspects of traumatic experiences and their presentation in therapeutic practice
- LO4 Examine the necessary skills and the challenges involved in working with trauma in therapeutic practice.

Essential Content

LO1 Review the key types of trauma and their associated presentations

Types of trauma:

Intergenerational

Pre-verbal

Sexual

Developmental/adverse childhood experiences (ACEs)

Pre-birth trauma (in utero)

Oppression-based trauma, e.g. racial, gender

Iatrogenic trauma

Social trauma

Vicarious trauma.

Diagnoses associated with trauma:

PTSD

Dissociative identity disorder

Personality disorders.

Critiques relevant to diagnosis:

Power Threat Meaning Framework

'Drop the Disorder! Challenging the Culture of Psychiatric Diagnosis'

Diagnostic labels and pathologisation of marginalised groups.

Common presentations of trauma in and out of the therapy room:

Self-harm

Shame

Dissociation

Flashbacks

Triggers

Suicidality

Substance abuse.

LO2 Evaluate key theories and approaches commonly used to treat trauma

Key trauma theory:

Neuroscientific perspectives
Polyvagal theory
Developmental neurobiology
Somatic theory
Power Threat Meaning Framework.

Modes of therapy for trauma:

Eye movement desensitisation and reprocessing (EMDR)
Cognitive–behavioural therapy (CBT)
Compassion-focused psychotherapy
Body psychotherapy
Creative approaches
Humanistic approaches
Psychodynamic therapy
Polyvagal therapy.

LO3 Explore socio-political and cultural aspects of traumatic experiences and their presentation in therapeutic practice

Socio-political contexts of trauma:

Domestic abuse
Oppression
Intergenerational trauma
Iatrogenesis
Disability and ableism
Deprivation and poverty
Access to mental health care
Immigration
Torture
Gender trauma.

Difference and trauma:

Recognising non-Western trauma presentations

Oppression-based trauma and difference in the therapy room

Anti-oppressive practice

'Memorandum of Understanding on Conversion Therapy in the UK'

Neurodiversity.

LO4 Examine the necessary skills and the challenges involved in working with trauma in therapeutic practice

Considerations, contracting, ethics and risks for working with trauma:

Knowing when to refer

Boundaries/contracting

Attachment in therapy/transference

Managing risk of vicarious trauma

Difference, e.g. race, culture, gender diversity, disability, neurodiversity.

Trauma-informed therapeutic skills:

Recognising and working with dissociation

Grounding techniques and visualisations, including risks

Pacing

Working safely with risk, e.g. self-harm, suicidality

Therapist self-care

Avoiding re-experiencing/retraumatisation

Cultural awareness

Working with neurodiverse clients.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review the key types of trauma and their associated presentations		LO1 and LO2 D1 Critically examine the relationship between types of trauma and client presentation in therapy, in the context of theory and practice.
P1 Assess the key types of trauma and common presentations in therapy. P2 Review the diagnoses commonly associated with trauma, and their key critiques.	M1 Analyse the relationship between common diagnoses and trauma presentations.	
LO2 Evaluate the key theories and approaches commonly used to treat trauma		
P3 Assess the contribution of key psychotherapeutic theory to the treatment of trauma. P4 Review the relationship between key theory and trauma-informed practice.	M2 Evaluate the developments in psychotherapeutic theory and the implications for trauma-informed practice.	

Pass		Merit	Distinction
L03 Explore socio-political and cultural aspects of traumatic experiences and their presentation in therapeutic practice			L03 and L04 D2 Justify skills-based interventions that address personal, socio-political, cultural and situational factors in the treatment of trauma in therapy.
P5 Explore the links between traumatic experiences and socio-political contexts. P6 Assess the importance of culturally aware therapeutic practice when working with diverse presentations of trauma.	M3 Examine the barriers that socio-political factors present for people seeking therapy for trauma, both inside and outside the therapeutic relationship.		
L04 Examine the necessary skills and the challenges involved in working with trauma in therapeutic practice			
P7 Examine the importance of managing risk when working with trauma in therapy. P8 Assess the roles of contracting and assessment in trauma-informed practice.	M4 Critically assess skills for recognising and working with trauma responses in therapeutic practice.		

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 22	LO1	x		x	Journal article critique
	LO2	x		x	
	LO3	x	x	x	Proposal or business case for a new service to enable survivors of trauma to access therapy
	LO4	x	x	x	

Recommended Resources

Textbooks

Carey, L. (2008). *Expressive and Creative Arts Methods for Trauma Survivors*. London: Jessica Kingsley Publishers.

Cloitre, M., Cohen, L.R., Koenen, K.C., Ortigo, K.M. and Jackson, C. (2020). *Treating Survivors of Childhood Abuse and Interpersonal Trauma: STAIR Narrative Therapy*. 2nd Ed. New York: Guilford Press.

Cockersell, P. (2018). *Social Exclusion, Compound Trauma and Recovery: Applying Psychology, Psychotherapy and PIE to Homelessness and Complex Needs*. London: Jessica Kingsley Publishers.

Dana, D. and Porges, S.W. (2018). *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation*. New York: W.W. Norton & Company.

Fisher, J. (2017). *Healing the Fragmented Selves of Trauma Survivors: Overcoming Internal Self-Alienation*. Abingdon: Routledge.

Franklish, P. (2015). *Disability Psychotherapy: An Innovative Approach to Trauma-Informed Care*. London: Karnac Books.

Haines, S. (2019). *The Politics of Trauma: Somatics, Healing and Social Justice*. New York: North Atlantic Books.

Heller, L. and LaPierre, A. (2012). *Healing Developmental Trauma: How Early Trauma Affects Self-Regulation, Self-Image, and the Capacity for Relationship*. Berkeley, CA: North Atlantic Books.

- Iantaffi, A. (2020). *Gender Trauma: Healing Cultural, Social, and Historical Gendered Trauma*. London: Jessica Kingsley Publishers.
- Johnstone, L. and Boyle, M. (2020). *A Straight Talking Introduction to the Power Threat Meaning Framework: An Alternative to Psychiatric Diagnosis*. Ross-on-Wye: PCCS Books.
- King, J.L. (2016). *Art Therapy, Trauma, and Neuroscience: Theoretical and Practical Perspectives*. Abingdon: Routledge.
- Lee, D. and James, S. (2012). *The Compassionate Mind Approach to Recovering from Trauma*. London: Constable & Robinson.
- Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma And The Pathway To Mending Our Hearts And Bodies*. Las Vegas: Central Recovery Press.
- Pease Banitt, S. (2018). *Wisdom, Attachment, and Love in Trauma Therapy: Beyond Evidence-Based Practice*. Abingdon: Routledge.
- Ramsden, J., Prince, S. and Blazdell, J. (2020). *Working Effectively with 'Personality Disorder': Contemporary and Critical Approaches to Clinical and Organisational Practice*. West Sussex: Pavilion Publishing & Media.
- Shapiro, F. (2018). *Eye Movement Desensitization and Reprocessing (EMDR) Therapy: Basic Principles, Protocols, and Procedures*. 3rd Ed. New York: Guilford Press.
- Spring, C. (2019). *Unshame: Healing Trauma-Based Shame through Psychotherapy*. 2nd Ed. Huntingdon: Carolyn Spring Publishing.
- van der Kolk, B. (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York: Penguin Books.
- Watson, J. (2019). *Drop the Disorder! Challenging the Culture of Psychiatric Diagnosis*. Monmouth: PCCS Books.

Websites

No recommendation.

Journals

- Alarcón, R.D., Becker, A.E., Lewis-Fernandez, R., Like, R.C., Desai, P., Foulks, E., Gonzales, J. *et al.* (2009) 'Issues for DSM-V: The role of culture in psychiatric diagnosis', *The Journal of Nervous and Mental Disease*, 197(8), pp. 559–660. Available at: <https://doi.org/10.1097/NMD.0b013e3181b0cbff>.
- Alessi, E. J. and Kahn, S. (2019) 'Using psychodynamic interventions to engage in trauma-informed practice', *Journal of Social Work Practice*, 33(1), pp. 27–39. Available at: <https://doi.org/10.1080/02650533.2017.1400959>.
- Bleiberg, K.L. and Markowitz, J.C. (2019) 'Interpersonal psychotherapy for PTSD: Treating trauma without exposure', *Journal of Psychotherapy Integration*, 29(1), pp. 15–22. Available at: <https://doi.org/10.1037/int0000113>.

Buck, P.W., Bean, N. and De Marco, K. (2017) 'Equine-assisted psychotherapy: An emerging trauma-informed intervention', *Advances in Social Work*, 18(1), pp. 387–402. Available at: <https://doi.org/10.18060/21310>.

Duberstein, P.R., Ward, E.A., Chaudron, L.H., He, H., Toth, S.L., Wang, W., Van Orden, K.A. *et al.* (2018) 'Effectiveness of interpersonal psychotherapy-trauma for depressed women with childhood abuse histories', *Journal of Consulting and Clinical Psychology*, 86(10), pp. 868–878. Available at: <https://doi.org/10.1037/ccp0000335>.

Prunas, A. (2019) 'The pathologization of trans-sexuality: Historical roots and implications for sex counselling with transgender clients', *Sexologies*, 28(3), e54–e60. Available at: <https://doi.org/10.1016/j.sexol.2019.06.002>.

Schnurr, P.P. (2017) 'Focusing on trauma-focused psychotherapy for posttraumatic stress disorder', *Current Opinion in Psychology*, 14, pp. 56–60. Available at: <https://doi.org/10.1016/j.copsyc.2016.11.005>.

Sweeney, A. and Taggart, D. (2018) '(Mis)understanding trauma-informed approaches in mental health', *Journal of Mental Health*, 27(5), pp. 383–387. Available at: <https://doi.org/10.1080/09638237.2018.1520973>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 20: Working with Survivors of Abuse

Unit 31: Self-care for the Counselling Practitioner

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO3	P5, P6, M3, D2
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO4	P7, P8,
THEME 4: Professional and ethical practice	LO4	M4
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in trauma counselling to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in trauma counselling.

Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 23: Counselling for Stress

Unit code: J/650/3600

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Stressful experiences are a normal part of life, and the stress response is a survival mechanism that primes humans to respond to threats. Some stress is positive as it results in higher levels of performance and task accomplishment. However, when someone's stress level exceeds their limits – or becomes chronic – it can be harmful and cause mental and physical symptoms, for example irritability, anger, fatigue, muscle pain, digestive difficulties and sleep disturbance. The idea that chronic stress can produce, or at the very least contribute to, many health problems or illnesses has ancient roots, yet only in the last decade has research revealed the complex interrelationship between mental and physical health.

This unit aims to provide an overview of the theory and practice concerning stress disorders, including the physiology of stress, the mind and body connection, investigation of a range of implicated factors and stress symptoms, as well as the aetiology and therapeutic interventions applied when working in this field. Moreover, students will gain an understanding of the main trauma stress disorders (acute stress disorder and post-traumatic stress disorder). Last but not least, students will have the opportunity to practise counselling skills and techniques used in a variety of settings and deriving from different fields (including psychoeducation, investigation of clients' coping mechanisms, relaxation and mindfulness techniques and cognitive-behavioural techniques), following a professional ethical framework and acknowledging boundary issues and current legislation.

On completion of this unit, students will be able to consider the cognitive, social and biological factors contributing to the appearance of stress disorders, psychoeducate their clients, assess the need for referral and apply some of the skills and techniques during their placement or in their own counselling practice.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Examine the basic stress response and its impact on human physiology and functioning
- LO2 Describe the main trauma stress disorders and their treatments in counselling practice and differentiate from stress and anxiety disorders
- LO3 Investigate a range of psychophysiological stress disorders and proposed treatments in counselling practice
- LO4 Apply skills and techniques used to relieve stress disorders in counselling practice.

Essential Content

LO1 **Examine the basic stress response and its impact on human physiology and functioning**

Stress response and stressors:

Definitions and types of stress, including acute stress, episodic acute stress and chronic stress

Definitions and types of stressors, including physical, cognitive and psychological, e.g. major traumatic events, significant life changes, life demands, sudden medical emergencies, daily inconveniences

Differentiation from anxiety

Coping mechanisms, including problem-focused, emotion-focused, meaning-focused and social support.

Fight or flight response:

The physiological reactions that occur in response to a perceived harmful event and the role of the nervous system

Triggers and stages of fight or flight

Freezing.

Biological systems implicated in stress:

The role of the sympathetic and parasympathetic nervous system

The role of the hypothalamic-pituitary-adrenal axis.

LO2 **Describe the main trauma stress disorders and their treatments in counselling practice and differentiate from stress and anxiety disorders**

Trauma and stress-related disorders:

Acute stress disorder and post-traumatic stress disorder, including Diagnostic and Statistical Manual of Mental Disorders (DSM) criteria, development and course, risk and prognostic factors, culture, and gender-related diagnostic issues

Differentiation of trauma stress disorders from stress or anxiety disorders.

Aetiology of psychological stress disorders:

The role of biology and environment in the aetiology of stress disorders, including the nature and severity of trauma, social support, personality, cognition and coping, pre-existing distress, biological factors

Critique of the role of biological and environmental factors and relevant research.

Treatments for psychological stress disorders:

An overview of the proposed treatments for stress disorders

Different types of cognitive behavioural therapy (CBT), e.g. cognitive processing therapy, exposure therapy, eye movement desensitisation and reprocessing (EMDR)

Critical incident stress debriefing

Group therapy

Medication.

LO3 Investigate a range of psychophysiological stress disorders and proposed treatments in counselling practice

Psychophysiological and non-specific stress disorders:

Overview of some of the most common psychophysiological disorders, e.g. ulcers, chronic headaches, coronary heart disease, insomnia, asthma, essential hypertension

Overview of some of the most common non-specific stress disorders related to the immune system, e.g. immune system functioning, muscle tissue damage, steroid diabetes, infertility

General adaptation syndrome (GAS), first proposed by Selye in 1936

Psychoneuroimmunology.

Aetiology:

The role of personality, e.g. Type A and Type B personalities, optimism vs pessimism, locus of control

Socio-economic factors

Social support

Biological factors and individual differences

Life events in the aetiology of psychophysiological disorders

Critiques and relevant research.

Treatments:

The transactional model of stress and coping developed by Lazarus and Folkman (1987)

Presentation and effectiveness of a range of proposed treatments for stress disorders, e.g. relaxation training, biofeedback, meditation, mindfulness, hypnosis

Cognitive behavioural interventions, e.g. cognitive restructuring and behavioural skills training

Combination approaches, e.g. biofeedback plus relaxation training, cognitive therapy plus medication

LO4 Apply skills and techniques used to relieve stress disorders in counselling practice

Application in counselling practice:

Ability to conduct a counselling session that includes some of the techniques of counselling for stress, e.g. psychoeducation on stress disorders, investigation of thoughts-feelings-behaviours, identification of coping mechanisms, relaxation techniques, mindfulness techniques, cognitive behavioural techniques

Reflection on and assessment of skills practice and techniques using self-reflection and tutor/peer feedback from skills practice in triads (counsellor, client and observer).

Appreciation of the legal context and ethical framework for counselling:

Legal considerations, including current legislation relating to data protection, Health and Safety, equal opportunities and anti-discrimination practice, mental health, human rights, confidentiality

Relevant professional frameworks for ethical practice (e.g. British Association for Counselling and Psychotherapy (BACP)), including boundary issues, limits of own competence, the need for supervision and adherence to framework

Reasons for referrals.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the basic stress response and its impact on human physiology and functioning		LO1 and LO2 D1 Critically synthesise theory and research regarding stress response and trauma stress disorders.
P1 Explain the characteristics and physiological reactions of the stress response and associated coping mechanisms. P2 Summarise the role of biological systems implicated in the stress response.	M1 Evaluate information and current research on the stress response in relation to counselling practice.	
LO2 Describe the main trauma stress disorders and their treatments in counselling practice and differentiate from stress and anxiety disorders		
P3 Discuss different trauma stress disorders and treatments used in counselling practice. P4 Comparatively assess the differences between trauma stress disorders and stress and anxiety disorders.	M2 Critically assess the aetiology and proposed treatments for different trauma stress disorders and their distinction from stress and anxiety disorders.	

Pass	Merit	Distinction
L03 Investigate a range of psychophysiological stress disorders and proposed treatments in counselling practice		L03 and L04 D2 Critically synthesise theory and counselling practice regarding psychophysiological stress disorders.
P5 Appraise the role of personality, social and biological factors in the appearance of psychophysiological stress disorders. P6 Review theoretical models and proposed treatments for psychophysiological stress disorders.	M3 Evaluate information and current research on psychophysiological stress disorders.	
L04 Apply skills and techniques used to relieve stress disorders in counselling practice		
P7 Formulate an explanation of the underlying mechanisms of the client's stress response. P8 Implement techniques used in counselling practice to relieve client's stress.	M4 Compose an explanation of the aetiology and the underlying mechanisms of the client's stress response with appropriate counselling techniques in a counselling session.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 23	LO1	x			Systematic literature review and in-person case study presentation of own practice
	LO2	x			
	LO3	x		x	
	LO4	x		x	

Recommended Resources

Textbooks

Bremner, D.J. (2016). *Posttraumatic Stress Disorder: From Neurobiology to Treatment*. Hoboken, NJ: Wiley.

Cooper, C.L. and Quick, J.C. (2017). *The Handbook of Stress and Health: A Guide to Research and Practice*. Chichester: Wiley.

Lazarus, A.A. et al. (1976). *Multimodal Behavior Therapy*. New York: Springer Publishing Company.

Linden, W. (2004). *Stress Management. From Basic Science to Better Practice*. London: SAGE Publications.

McLeod, J. and McLeod, J. (2011). *Counselling Skills: A Practical Guide for Counsellors and Helping Professionals*. 2nd Ed. London: Open University Press.

Palmer, S. and Dryden, W. (2005). *Counselling for Stress Problems*. 2nd Ed. London: SAGE Publications.

Scott, M.J. and Palmer, S. (2003). *Trauma and Post-traumatic Stress Disorder*. London: SAGE Publications.

Scott, M.J. and Stradling, S.G. (2006). *Counselling for Post-traumatic Stress Disorder*. 3rd Ed. London: SAGE Publications.

Stein, D.J., Friedman, M. and Blanco, C. (2011). *Post-traumatic Stress Disorder*. Chichester: Wiley.

Wells, A. (2009). *Metacognitive Therapy for Anxiety and Depression*. New York: Guilford Press.

Websites

www.euro.who.int

World Health Organization
“Health 2020: A European policy framework and strategy for the 21st century”
(Report)

www.who.int

World Health Organization
“Mental health”
(General reference)

www.gov.uk

Gov.UK
Office for Health Improvement and Disparities
(General reference)

www.gov.uk

Gov.UK
UK Health Security Agency
(General reference)

Journals

Bourdon, D.-É., El-Baalbaki, G., Girard, D., Lapointe-Blackburn, É. and Guay, S. (2019) ‘Schemas and coping strategies in cognitive-behavioral therapy for PTSD: A systematic review’, *European Journal of Trauma & Dissociation*, 3(1), pp. 33–47. Available at: <https://doi.org/10.1016/j.ejtd.2018.09.005>.

Brewin, C.R., Cloitre, M., Hyland, P., Shevlin, M., Maercker, A., Bryant, R.A., Humayun, A. *et al.* (2017) ‘A review of current evidence regarding the ICD-11 proposals for diagnosing PTSD and complex PTSD’, *Clinical Psychology Review*, 58, pp. 1–15. Available at: <https://doi.org/10.1016/j.cpr.2017.09.001>.

Chan, S.H.W., Kai-Ching Yu, C. and Li, A.W.O. (2021) ‘Impact of mindfulness-based cognitive therapy on counseling self-efficacy: A randomized controlled crossover trial’, *Patient Education and Counseling*, 104(2), pp. 360–368. Available at: <https://doi.org/10.1016/j.pec.2020.07.022>.

Gerge, A. (2020) ‘A multifaceted case-vignette integrating neurofeedback and EMDR in the treatment of complex PTSD’, *European Journal of Trauma & Dissociation*, 4(3), 100157. Available at: <https://doi.org/10.1016/j.ejtd.2020.100157>.

Goh, Y.W., Sawang, S. and Oei, T.P.S. (2010) ‘The revised transactional model (RTM) of occupational stress and coping: An improved process approach’, *The Australian and New Zealand Journal of Organisational Psychology*, 3, pp. 13–20. Available at: <https://doi.org/10.1375/ajop.3.1.13>.

- Impey, B., Gordon, R.P. and Baldwin, D.S. (2020) 'Anxiety disorders, post-traumatic stress disorder, and obsessive-compulsive disorder', *Medicine*, 48(11), pp. 717–723. Available at: <https://doi.org/10.1016/j.mpmed.2020.08.005>.
- Larsen, S.E. and Pacella, M.L. (2016) 'Comparing the effect of DSM-congruent traumas vs. DSM-incongruent stressors on PTSD symptoms: A meta-analytic review', *Journal of Anxiety Disorders*, 38, pp. 37–46. Available at: <https://doi.org/10.1016/j.janxdis.2016.01.001>.
- Oglesby, M.E., Boffa, J.W., Short, N.A., Raines, A.M. and Schmidt, N.B. (2016) 'Intolerance of uncertainty as a predictor of post-traumatic stress symptoms following a traumatic event', *Journal of Anxiety Disorders*, 41, pp. 82–87. Available at: <https://doi.org/10.1016/j.janxdis.2016.01.005>.
- van der Merwe, C., Jahanshad, N., Cheung, J.W., Mufford, M., Groenewold, N.A., Koen, N., Ramesar, R. *et al.* (2019) 'Concordance of genetic variation that increases risk for anxiety disorders and posttraumatic stress disorders and that influences their underlying neurocircuitry', *Journal of Affective Disorders*, 245, pp. 885–896. Available at: <https://doi.org/10.1016/j.jad.2018.11.082>.
- Van Minnen, A., Voorendonk, E.M., Rozendaal, L. and de Jongh, A. (2020) 'Sequence matters: Combining prolonged exposure and EMDR therapy for PTSD', *Psychiatry Research*, 290, 113032. Available at: <https://doi.org/10.1016/j.psychres.2020.113032>.
- Vinkers, C.H., Kuzminskaite, E., Lamers, F., Giltay, E.J. and Penninx, B.W.J.H. (2021) 'An integrated approach to understand biological stress system dysregulation across depressive and anxiety disorders', *Journal of Affective Disorders*, 283, pp. 139–146. Available at: <https://doi.org/10.1016/j.jad.2021.01.051>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 28: Mental Health: Distress and Disorder

Unit 30: Workplace Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2, LO3, LO4	P3, P7, P8, M4
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Group discussions, pairs and triad work should all form part of the learning experience. Tutors are required to offer opportunities for simulated counselling interaction in the classroom in the form of role play.

Delivery

Tutors must be appropriately qualified and experienced in counselling, and particularly in anxiety disorders and trauma stress disorders, to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in stress counselling.

Evidence could be in the form of an assignment or a presentation and a role play. Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the learner resources section for this qualification.

Unit 24: Global Perspectives on Mental Health

Unit code: K/650/3601

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

The World Health Organization (WHO) defines mental health as a state of wellbeing whereby individuals can realise their abilities and cope with the stresses of day-to-day life. People can work productively and fruitfully and contribute to their community. However, in a globalised world, there are arguments that such descriptors are not transferable across different cultures and that they are in fact Eurocentric in nature. Events including pandemics, wars and natural disasters, migration and the cultural diversity of societies across the world highlight that mental health workers need to have a global perspective on mental health so that they can work more effectively with different populations.

This unit will be of interest to students who wish to work as mental health workers in global or culturally diverse settings, including international development organisations. It will also be of relevance to students who work in mental health research, health services and policymaking, particularly those with an interest in health equity and the social determinants of mental health. The aim of this unit is to provide students with an opportunity to examine the role of socio-political factors and culture on mental health and the design of mental health services. Students will explore theoretical concepts of mental health and definitions of mental illness from a variety of perspectives and consider how these are used to inform national mental health policies and shape the delivery of mental health services. Students will also consider cross-cultural research studies that foreground the voices of services users and mental health practitioners working in public health, education and social care systems across the world.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Evaluate different psychological perspectives that could be used by mental health practitioners and researchers to inform their work with diverse client groups
- LO2 Analyse the relevance of cultural factors to mental health for marginalised or minority populations, using a variety of different psychological frameworks
- LO3 Critique mental health policies from a culturally responsive perspective to produce recommendations that improve equity and access in a healthcare system
- LO4 Conclude what the key considerations are in relation to service user satisfaction when providing mental health services for populations with different cultural characteristics or in different global regions.

Essential Content

LO1 **Evaluate different psychological perspectives that could be used by mental health practitioners and researchers to inform their work with diverse client groups**

Multicultural competencies:

E.g. cultural humility (intrapersonal and interpersonal), cultural comfort

Critical awareness, hermeneutic model of culture

Developing cultural partnerships.

Models:

E.g. dualism of body and mind, positivism, and reductionism vs family and community

The biopsychosocial model and pluralism.

LO2 **Analyse the relevance of cultural factors to mental health for marginalised or minority populations, using a variety of different psychological frameworks**

Cultural factors and mental health:

Understanding stigma, symptoms, coping styles, emotional expression, shame, support, family factors, trust/mistrust, resources, treatment seeking, spirituality and religion, perceptions of aetiology of disease.

LO3 **Critique mental health policies from a culturally responsive perspective to produce recommendations that improve equity and access in a healthcare system**

Mental health policies:

Views of health and illness, employment

The cultural formulation interview in the Diagnostic and Statistical Manual of Mental Disorders

Power difference, racism, and discrimination, the quality of the therapeutic relationship

LO4 Conclude what the key considerations are in relation to service user satisfaction when providing mental health services for populations with different cultural characteristics or in different global regions

Practitioner competencies, attitudes and capabilities:

E.g. personal and professional development, recognition of personal biases, personal responsibility, meeting employer responsibilities

Employer biases and the ethics of these biases

Cultural competence, training in service evaluation, scientist–practitioner.

Cultural partnerships:

E.g. resources in the community and of culturally adapted interventions, co-production of resources.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evaluate different psychological perspectives that could be used by mental health practitioners and researchers to inform their work with diverse client groups		LO1 and LO2 D1 Critically analyse the impact of different psychological perspectives when working with and treating marginalised or minority populations.
P1 Describe psychological perspectives that may be helpful in the treatment of mental health in diverse client groups. P2 Explain the strengths and weaknesses of different psychological perspectives that may be helpful in the treatment of mental health in diverse client groups.	M1 Evaluate different psychological perspectives that could be used by mental health practitioners and researchers when working with diverse client groups.	
LO2 Analyse the relevance of cultural factors to mental health for marginalised or minority populations, using a variety of different psychological frameworks		
P3 Describe the factors that can result in mental health issues being misunderstood. P4 Explain the role that alternative psychological frameworks play in supporting the management of mental health in diverse client groups.	M2 Analyse the impact of cultural factors on mental health for marginalised or minority populations, using non-Eurocentric psychological frameworks.	

Pass	Merit	Distinction
LO3 Critique mental health policies from a culturally responsive perspective to produce recommendations that improve equity and access in a healthcare system		LO3 and LO4 D2 Drawing on local, national and global mental health policies and research, critically analyse the ways in which equality and access can be improved for users from diverse cultural, social, ethnic and sexual orientation groups.
P5 Drawing from policies relevant to global mental health, make recommendations at a local level for improving equity and access in healthcare systems. P6 Analyse the key elements that make a healthcare system that can address a culturally diverse society.	M3 Draw on research to critically evaluate the relationships between local, national and global mental health policies in their capacity to improve outcomes for a culturally diverse society.	
LO4 Conclude what the key considerations are in relation to service user satisfaction when providing mental health services for populations with different cultural characteristics or in different global regions		
P7 Drawing on evidence from research or professional practice, evaluate the role that society plays in creating barriers to mental health services. P8 Analyse the extent to which the barriers to mental health services differ between users from diverse backgrounds.	M4 Drawing on evidence from research and professional practice, critically analyse the barriers to mental health provision for service users from diverse cultural, social, ethnic and sexual orientation groups.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 24	LO1	x		x	Evidence-based policy document analysis and short peer group seminar or discussion drawing on examples from own practice
	LO2	x		x	
	LO3	x			
	LO4	x			

Recommended Resources

Textbooks

Fernando, S. and Moodley, R. (2018). 'Introduction', in Fernando S. and Moodley R. (eds.) *Global Psychologies: Mental Health and the Global South*. Basingstoke: Palgrave Macmillan.

Fernando S. and Moodley R. (2018). *Global Psychologies: Mental Health and the Global South*. Basingstoke: Palgrave Macmillan.

Majors, R., Carberry, K. and Ransaw, T.S. (2020). *The International Handbook of Black Community Mental Health*. Bingley, West Yorkshire: Emerald Publishing.

Websites

www.who.int

World Health Organization
"Mental health"
(General reference)

Journals

- Bhugra, D., Watson, C. and Wijesuriya, R. (2021) 'Culture and mental illnesses', *International Review of Psychiatry*, 33(1–2), pp. 1–2. Available at: <https://doi.org/10.1080/09540261.2020.1777748>.
- Christopher, J.C., Wendt, D.C., Marecek, J. and Goodman, D.M. (2014) 'Critical cultural awareness: Contributions to a globalizing psychology', *The American Psychologist*, 69(7), pp. 645–655. Available at: <https://doi.org/10.1037/a0036851>.
- Davis, D.E., DeBlaere, C., Owen, J., Hook, J.N., Rivera, D.P., Choe, E., Van Tongeren, D.R., Worthington, E.L. and Placeres, V. (2018) 'The multicultural orientation framework: A narrative review', *Psychotherapy*, 55(1), pp. 89–100. Available at: <https://doi.org/10.1037/pst0000160>.
- Edge, D. and Lemetyinen, H. (2019) 'Psychology across cultures: Challenges and opportunities', *Psychology and Psychotherapy: Theory, Research and Practice*, 92(2), pp. 261–276. Available at: <https://doi.org/10.1111/papt.12229>.
- Gopalkrishnan, N. (2018) 'Cultural diversity and mental health: Considerations for policy and practice', *Frontiers in Public Health*, 6, article 179. Available at: <https://doi.org/10.3389/fpubh.2018.00179>.
- Healy, P. (2017) 'Rethinking the scientist-practitioner model: On the necessary complementarity of the natural and human science dimensions', *European Journal of Psychotherapy & Counselling*, 19(3), pp. 231–251. Available at: <https://doi.org/10.1080/13642537.2017.1348376>.

Links

This unit links to the following related units:

- Unit 1: Personal and Professional Development through Inclusive Practice*
- Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships*
- Unit 3: Preparing for Research (Pearson-set)*
- Unit 4: Ethical Frameworks in Counselling*
- Unit 5: Self-awareness and Reflective Practice in Counselling*
- Unit 6: Theoretical Perspectives in Counselling*
- Unit 7: Individual Differences*
- Unit 8: Digital Approaches in Caring Professions*
- Unit 9: Counselling Skills Development and Practice*
- Unit 10: Working with Diverse Clients in Therapeutic Counselling*
- Unit 11: Risk and Assessment (Pearson-set)*

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D2
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P1, P2, P3, P4, P5, P6, P7, P8, M1, M2, M3, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Delivery

Tutors must be appropriately qualified and experienced in a related discipline to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by learners. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 25: Research Methods in Counselling

Unit code: L/650/3602

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Research is the process that scientists use to uncover new information, establish facts and reach new conclusions. Counsellors who work in research are primarily involved in exploring how different conditions influence or vary between individuals. For example, they may look at how people from different cultures respond to different types of therapy or perhaps the impact of online counselling on client wellbeing.

Research methods are constructed from two predominant methodological approaches – the qualitative and the quantitative. In this unit students will learn about these different approaches and how the research questions that emerge from them influence the research methods selected.

Students will be introduced to the basic terminology, concepts and techniques used in research, then apply their learning to the development of a research question of relevance to counselling and evaluate the different approaches that could be used to answer that question.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Evidence understanding of the basic terminology, concepts and techniques used in research
- LO2 Differentiate between different approaches to answering research questions in counselling
- LO3 Formulate a research question of interest to the discipline of counselling
- LO4 Design a research study to answer a question of interest to the discipline of counselling.

Essential Content

LO1 **Evidence understanding of the basic terminology, concepts and techniques used in research**

Terminology:

E.g. research, theory, research methods, variable, hypothesis, falsification, quantitative, qualitative, variables, variable manipulation and measurement, testable, predictive, reliability, validity, ethics.

Terminology, concepts and techniques and their relationship with research outcomes:

E.g. the relationship between research questions, methodology, variables and measurement and their role in robust research design in counselling research.

LO2 **Differentiate between different approaches to answering research questions in counselling**

Quantitative research in counselling:

The role of quantitative designs in counselling research

Types of quantitative methodologies in counselling research

Variable measurement in quantitative research.

Qualitative research in counselling:

The role of qualitative designs in counselling research

Types of qualitative methodologies in counselling research

Variable measurement in qualitative research.

LO3 Formulate a research question of interest to the discipline of counselling

The role of research in counselling and mental health treatment and services:

The role of literature searches and reviews relevant to research as applied to the counselling profession.

The criteria for arguable research questions and hypotheses:

E.g. relevant, testable, specific, predictive.

Ethical considerations:

Applicable professional body requirements or guidance for research, e.g. the American Psychological Association, British Psychological Society, British Association for Counselling and Psychotherapy

Principles of consent and confidentiality, e.g. information sheets, debrief, protocol, permissions.

LO4 Design a research study to answer a question of interest to the discipline of counselling

Linking research questions and hypotheses to methodology:

The relationship between research questions, qualitative methodology, variables and measurement and their role in robust research design in counselling research

The relationship between research questions, quantitative methodology, variables and measurement and their role in robust research design in counselling research.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Evidence understanding of the basic terminology, concepts and techniques used in research		LO1 and LO2 D1 Evaluate how research methodology can influence the outcomes of the research process in counselling.
P1 Evidence understanding of terms and definitions of research methods in the field of counselling.	M1 Analyse how the terms and definitions of research can influence the outcomes of the research process in counselling.	
LO2 Differentiate between different approaches to answering research questions in counselling		
P2 Explain the differences between the main research methodologies used to answering research questions in counselling. P3 Explain the relationships between the main research methodologies used to answer research questions in counselling.	M2 Analyse the relative benefits and weaknesses of the main research methodologies used to answer research questions in counselling.	

Pass	Merit	Distinction
L03 Formulate a research question of interest to the discipline of counselling		L03 and L04 D1 Identify a question of interest to the discipline of counselling, justified by recent peer reviewed literature and design an ethically robust research study by which to test that question or hypothesis.
P4 Formulate an ethical research question or hypothesis of interest to counselling.	M3 Drawing on previous research in the area, formulate a relevant, testable and ethical research question or hypothesis of interest to counselling.	
L04 Design a research study to answer a question of interest to the discipline of counselling		
P5 Design an ethically appropriate research study to test a question or hypothesis of interest to counselling.	M4 Drawing on relevant literature, design an ethically robust study to test a question or hypothesis of interest to counselling.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 25	LO1	x			Research proposal and presentation of proposal to peer group for comments/questions
	LO2	x			
	LO3	x			
	LO4	x			

Recommended Resources

Textbooks

Bager-Charleson, S. and McBeath, A. (2020). *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research*. London: Palgrave Macmillan.

Websites

apastyle.apa.org

American Psychological Association (APA)

"Journal article reporting standards"
(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Promoting research"
(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Ethical guidelines for research in the counselling professions (2019)"
(Report)

Journals

No recommendation.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 32: Counselling-related Research

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO3, LO4	P5, P6, M3, M4, D1
THEME 5: Technology in practice		

Essential requirements

Tutors should have experience of research in social sciences and preferably in counselling research.

Students must have access to academic literature on counselling and psychotherapy and to relevant professional journals.

Delivery

A review of research terminology and basic methodological techniques is recommended to introduce the unit. Tutor input will be required for students to understand philosophical perspectives underpinning counselling research. It would be helpful to discuss and analyse different research reports, input for research-active professionals, ethical codes of conduct and procedures for gaining local research ethics committee consent. Tutorials will be necessary to support students, and support from placement supervisors/managers will be essential for research carried out on placements.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Students must have a commitment to demonstrate equal opportunities, non-discriminatory practice and cross-cultural counselling.

Assessment

Evidence for assessment will be in the form of a written report and analysis. Supporting artefacts should be included in assessed work; for example, consent documents, questionnaires, interaction schedules, transcripts and presentation tools (e.g. PowerPoint slides).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 26: Relationship Counselling

Unit code: M/650/3603

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

This unit equips students to work with the dynamics of relationship counselling. Throughout the unit the term 'people in relationships' is used. This is because relationship counselling is not just aimed at people in committed relationships. Relationship counselling is suitable for people in any relationship. This can include long-term married or cohabiting couples but also includes – but is not limited to – parent and child, siblings, work relationships and friends, among others. The theories and skills covered will be suitable for differing relationships and the use of the term 'people in relationships' emphasises this. Students will consider how counselling theories might offer insight into the complex dynamics of relationships.

Relationship counselling has often been a neglected area of counselling. For many counsellors the thought of working with couples fills them with dread. One of the problems with counselling people in relationships is that most counsellors have little or no training in the skills needed to do so. This unit aims to plug that gap by providing key information on both traditional theories and their more modern counterparts. It looks at theories from psychodynamic couples counselling through to the Gottman methods and narrative and imago therapies. This will give students a thorough grounding in theory. Using this, they will be encouraged to apply their knowledge effectively in a counselling scenario.

Students will also learn about the issues that may arise in relationships. It is essential for a counsellor to understand what makes a good relationship and where things can go wrong. Difficulties may arise through childhood experiences or difficulties between people, or through things external to the people in the relationship. These will be explored and discussed to give a solid understanding that can be used in the counselling setting. Students are helped to define and establish the role of the counsellor when not working in a one-to-one situation and to understand the importance of avoiding collusion with any one party in a relationship. The crucial importance of supervision is stressed. This unit also encourages students to reflect on their own practice and readiness to engage in relationship therapy. Reflection techniques will be encouraged as well as effective use of supervision.

On completion of this unit, students will have acquired a good working knowledge of working with relationship issues and be ready to undertake such work safely. This unit will support progression in employment and continuing higher education in areas related to counselling.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Compare and contrast key theoretical approaches to relationship counselling
- LO2 Assess reasons that problems can occur in relationships
- LO3 Apply an understanding of relationship counselling theory to a relationship counselling interaction
- LO4 Evaluate own relationship dynamics to ensure safe working in a counselling skills session.

Essential Content

LO1 Compare and contrast key theoretical approaches to relationship counselling

Psychodynamic theory:

Unconscious conflicts related to developmental histories

Attachment styles

Repeating relational patterns related to early developmental history.

Transactional analysis:

The drama triangle (victim, rescuer, persecutor).

Humanistic:

Person-centred theory applied to relationships, relational depth, use of the six conditions, configurations of self, both voices heard and respected equally.

Emotion-focused theory:

Underlying emotions, attachment, macro interventions, micro interventions, empathy, restructuring interactions, reframing.

Cognitive behavioural:

Mechanics of change, schemas, automatic thoughts, family of origin schemas, neurobiological processes, clinical assessment techniques, education, identifying negative automatic thoughts (NATs), schema restructuring, difference in agendas.

Narrative theory:

Externalising the problem, client develops their own story, client is expert, how the partners' stories overlap/clash.

Theories and models:

Gottman method and 30 years of research

Imago relationship therapy

Theories of separation and loss

Models of grief.

LO2 **Assess reasons that problems can occur in relationships**

Pressures on relationships:

Defining terms (including legal definitions)

What constitutes a healthy relationship

Roles adopted in relationships, e.g. parent and child, work colleagues, partners, lovers

Life transitions, mental health issues.

Internal pressures on relationships:

Problems within the relationship, polarised couple, disagreements, differing values, sexual difficulties, domestic violence, affairs, remarried couples with stepchildren.

External pressures on relationships:

Ageing and death, grief, addiction, social, familial, peer

Fulfilling expectations

Cultural influences, work roles.

Reasons that problems occur:

Dynamics between people in a relationship, e.g. attachment styles, conflict resolution, control and manipulation

Introjection

Narrative of the people in the relationship, co-dependency

Childhood relationships, adult friendships, differing values, differing cultures, lack of understanding/listening.

LO3 **Apply an understanding of relationship counselling theory to a relationship counselling interaction**

Assess the use of theory in practice:

Using theory to understand the relationship and how to work with those involved

Using a single theory or an integrative approach to understand how to conduct a relationship counselling session.

Apply theory to different relationships:

A selection from parents, colleagues, friends, married couple, civil partners, cohabiting partners, heterosexual couples, lesbian, gay men and bisexual relationships

Different family structures, e.g. polygamous relationships – note similarities and differences.

Conduct a skills session:

Conduct a relationship counselling session using a theory or theories covered and core theory

Apply the session to a relevant relationship setting.

Working strategies:

Promoting best practice, safeguarding welfare.

Relationship dynamics:

Setting boundaries, communicating, challenging, clarity, resisting manipulation and collusion.

LO4 **Evaluate own relationship dynamics to ensure safe working in a counselling skills session**

Using core theoretical model to assess the impact on self and clients when counselling people in relationships:

Applying core theoretical model to self

Exploring own repeating relational patterns, attachment styles, conflict resolution, control and manipulation, unresolved anger, introjection

Recognising own values, feelings and prejudices when working with people in relationships

Recognising equal opportunities and valuing difference and diversity.

Assess the importance of self-awareness when counselling people in relationships:

Demonstrate the ability to reflect on and critically evaluate the integration of own experience into the therapeutic relationship and any impact on the client(s)

Reflection on own knowledge, skills and practical competence.

Evaluate own readiness to counsel people in relationships using self-reflection and supervision:

Use the theoretical models to define and support reflective practice and effectiveness in supporting own reflective journey

Reflect on and critically appraise own experience of, and responses to, working with people in relationships

Reflect on own capacity to use supervision for in-depth, critical self-appraisal and self-reflection

Assess own ability to use supervision for both personal and professional development

Reflect on and critically review own practice and personal and professional development in supervision

Evaluate own use of supervision for developing ethical and professional awareness and competence.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Compare and contrast key theoretical approaches to relationship counselling		LO1 and LO2 D1 Critically evaluate the usefulness of different relationship theories in addressing complex relationship issues.
P1 Explain different theories of relationships. P2 Analyse different theoretical explanations of relationships in relation to a client's experience.	M1 Compare and contrast different theories of relationship counselling.	
LO2 Assess reasons that problems can occur in relationships		
P3 Explain what constitutes a healthy relationship and identify key problems that people in relationships may have. P4 Outline causes of problems that can occur in relationships.	M2 Evaluate key relationship problems, how they can occur and what can be done to support people in addressing these.	

Pass	Merit	Distinction
L03 Apply an understanding of relationship counselling theory to a relationship counselling skills interaction		L03 and L04 D2 Evaluate own skills and abilities to conduct a relationship counselling session.
P5 Apply theories of relationships to different relationship scenarios. P6 Assess the usefulness of theory to relationship counselling.	M3 Use a case study to demonstrate how to resolve ethical dilemmas in relation to working with people in relationships.	
L04 Evaluate own relationship dynamics to ensure safe working in a counselling skills session		
P7 Explain the potential impact of relationship issues on the counsellor. P8 Examine potential sources of support and their usefulness to self as a counsellor.	M4 Evaluate the role of support in maintaining safe, ethical practice for a counsellor working with people in a relationship.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 26	LO1	x			Evidence-based case study with short self-reflective section, presented at student-chaired case conference
	LO2	x			
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

Baucom, D.H., Fischer, M.S., Corrie, S., Worrel, M. and Boeding, S.E. (2019). *Treating Relationship Distress and Psychopathology in Couples: A Cognitive-Behavioural Approach*. Abingdon: Routledge.

Charura, D. and Paul, S. (2014). *The Therapeutic Relationship Handbook: Theory and Practice*. Maidenhead: Open University Press.

Crawley, J. and Grant, J. (2008). *Couple Therapy: The Self in the Relationship*. Basingstoke: Palgrave Macmillan.

Dattlio, F.M. (2010). *Cognitive-Behavioral Therapy with Couples and Families: A Comprehensive Guide for Clinicians*. London: Guilford Press.

Donovan, J. (2020). *Working with Attachment in Couples Therapy: A Four-Step Model for Clinical Practice*. Abingdon: Routledge

Geldard, K. and Geldard, D. (2009). *Relationship Counselling for Children, Young People and Families*. London: SAGE Publications.

Gottman, J.S. and Gottman, J.M. (2015). *10 Principles for Doing Effective Couples Therapy*. New York: W.W. Norton & Company.

Gurman, A.S. (2012). *Clinical Casebook of Couple Therapy*. New York: Guilford Press.

Gurman, A.S., Lebow, J.L. and Snyder, D.K. (2023). *Clinical Handbook of Couple Therapy*. 6th Ed. New York: Guilford Press.

Hendrix, H. and LaKelly Hunt, H. (2021). *Doing Imago Relationship Therapy in the Space-Between: A Clinician's Guide*. New York: W.W. Norton & Company.

- Johnson, S.M. (2020). *The Practice of Emotionally Focused Couple Therapy: Creating Connection*. 3rd Ed. Abingdon: Routledge.
- Ludgate, J. and Grubr, T. (2018). *The CBT Couples Toolbox: Over 45 Exercises to Improve Communication, Navigate Problems and Build Strong Relationships*. Eau Claire, WI: PESI Publishing & Media.
- Madigan, S. (2019). *Narrative Therapy*. 2nd Ed. Washington DC: American Psychological Association.
- March-Smith, R. (2011). *Relationship Therapy: A Therapist's Tale*. Maidenhead: Open University Press.
- Morgan, M. (2018). *A Couple State of Mind: Psychoanalysis of Couples and the Tavistock Relationships Model*. Abingdon: Routledge.
- Myles, P. and Shaffran, R. (2015). *The CBT Handbook: A Comprehensive Guide to Using CBT to Overcome Depression, Anxiety, Stress, Low Self-Esteem and Anger*. London: Constable & Robinson.
- O'Leary, C.J. (1999). *Counselling Couples and Families: A Person-Centred Approach*. London: SAGE Publications.
- O'Leary, C.J. (2011). *The Practice of Person-Centred Couple and Family Therapy*. London: Red Globe Press.
- Payne, M. (2010). *Couple Counselling: A Practical Guide*. London: SAGE Publications.
- van Deurzen, E. and Iacovou, S. (2013). *Existential Perspectives on Relationship Therapy*. Basingstoke: Palgrave Macmillan.
- Worrell, M. (2015). *Cognitive Behavioural Couple Therapy: Distinctive Features*. Hove: Routledge.

Websites

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|--|--|
| www.bacp.co.uk | British Association for Counselling and Psychotherapy (BACP) |
| | "Online relationship counselling" |
| | (Article) |
| www.goodtherapy.org | GoodTherapy |
| | "Resources for therapists and counsellors" |
| | (General reference) |
| www.psychotherapy.net | Psychotherapy.net |
| | "Learning center: Psychodynamic" |
| | (General reference) |

www.gottman.com

The Gottman Institute

"Couples"

(General reference)

www.therapyduo.com

Therapy Duo

"Resources for couple counselling and therapy"

(General reference)

babcp.com

British Association for Behavioural and Cognitive Psychotherapy (BABCP)

imagorelationships.org

Imago Relationships Worldwide

Journals

Evans, P., Turner, S. and Trotter, C. (2012) 'The effectiveness of family and relationship therapy: A review of the literature', Psychotherapy and Counselling Federation of Australia (PACFA). Available at:

[www.health.gov.au/internet/main/publishing.nsf/Content/phi-natural-therapies-submissions-containerpage/\\$file/PACFA%20Family%20Therapy%20lit%20Review.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/phi-natural-therapies-submissions-containerpage/$file/PACFA%20Family%20Therapy%20lit%20Review.pdf).

Goupillot, B. and McConville, T. (2019) 'Developing restorative relationship therapy: Towards working safely with couples where there is abuse', *Couple and Family Psychoanalysis*, 9(1), pp. 36–54. Available at:

www.ed.ac.uk/files/atoms/files/towards_couple_counselling_in_safe_mode_article.pdf.

Schofield, M.J., Mumford, N., Jurkovic, D., Jurkovic, I. and Bickerdike, A. (2012) 'Short and long-term effectiveness of couple counselling: A study protocol', *BMC Public Health*, 12, article 735. Available at: <https://doi.org/10.1186/1471-2458-12-735>.

Stanton, M. and Welsh, R. (2012) 'Systemic thinking in couple and family psychology research and practice', *Couple and Family Psychology Research and Practice*, 1(1), pp. 14–30. Available at: <https://doi.org/10.1037/a002746>.

Journal of Couple & Relationship Therapy: Innovations in Clinical and Educational Interventions: www.tandfonline.com/journals/wcrt20

The Journal of Sexual and Relationship Therapy: published by the College of Sexual and Relationship Therapists: www.cosrt.org.uk/members-and-professionals/the-journal-of-sexual-and-relationship-therapy/

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 13: Person-centred Approaches to Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO3, LO4	P8, M3, M4, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations.

Access to supervision is a requirement for this unit. Tutors should have experience and expertise in relationship counselling.

The use of a suitably furnished room to ensure privacy is also essential.

Delivery

Tutors must be appropriately qualified and experienced in working with relationship counselling to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client–therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 27: Transactional Analysis

Unit code: R/650/3604

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

The transactional analysis approach to counselling is one that arise from the belief of psychiatrist Eric Berne that difficulties in life stem from communication and interaction with others. Berne held the view that there are three ego states (parent, adult, child) and the goal of transactional analysis counselling is to strengthen the adult ego state and thus enhance communication with other people. Transactional analysis counsellors believe past events in life (namely childhood) hold the key to understanding our present difficulties.

The purpose of the unit is to provide students with insight into the skills required to practise transactional analysis counselling and to understand its implications cross-culturally. It gives students the opportunity to further develop as a transactional analysis (TA) counsellor or to consider how these skills can be incorporated into an integrative approach to counselling.

The aim of this unit is to enable students to apply, analyse and critically evaluate the TA approach to counselling practice. Students will have the opportunity to demonstrate their TA counselling skills in simulated scenarios. The unit will cover the use of the TA approach in counselling and psychotherapy, how to recognise and demonstrate the relevant counselling skills in the use of TA, how to understand the application of TA to the formulation of mental health problems, and the cross-cultural advantages and disadvantages of TA in counselling and psychotherapy.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Analyse the transactional analysis approach to counselling
- LO2 Demonstrate transactional analysis counselling skills
- LO3 Examine how transactional analysis supports good mental health
- LO4 Assess cross-cultural implications of transactional analysis theory and counselling.

Essential Content

LO1 Analyse the transactional analysis approach to counselling

Theories of the transactional approach (TA):

The main theories that underpin the TA approach, including TA as a theory of personality for personal growth and change

TA as a theory of communication, e.g. analysing systems and relationships

TA as a theory of child development, e.g. the life script, the application of childhood strategies in adult life.

TA approach to counselling:

The treatment of psychotherapy for all types of psychological disorders

The TA process, e.g. understanding the parent, adult, child ego states (PAC model) and the 'state' that the client is operating from during an interaction, how those states interact and influence communication, the role of complementary transactions, crossed transactions and ulterior transactions

Mental health disorders that are effectively treated by TA, e.g. to improve relationships and decrease conflict, short and long term, brief solution-focused individual and couples therapy, family counselling, professionals working in groups and teams

How the TA approach informs understanding of mental health difficulties

Critique, e.g. advantages (straightforward, easily understandable, gain insights, improve communications, etc.) and disadvantages (requires self-awareness, willingness to take ownership, theory has become more complex than originally planned).

LO2 Demonstrate transactional analysis counselling skills

TA approach and counselling skills:

Apply TA to counselling skills, e.g. client aims, role of client, role of therapist, application to individual and group therapy.

TA therapies:

The process of TA therapies, e.g. persecutor, rescuer, victim, structural analysis, script analysis, game analysis

The role of body language, gestures and facial expressions.

LO3 Examine how transactional analysis supports good mental health

TA approach's explanation of mental health function and dysfunction:

TA as a psychoanalytic theory and method of therapy

Personality and ego states

Emotional blackmail and mental manipulation

How childhood experiences lead to understanding of mental health function and dysfunction.

TA approach in formulating and treating mental health difficulties:

The process of formulation in treating mental health difficulties, e.g. parent, adult and child ego states

How formulation informs treatment in TA counselling.

LO4 Assess cross-cultural implications of transactional analysis theory and counselling

Cross-cultural factors:

Factors of difference and similarity that need to be considered when applying the TA approach cross-culturally.

Cross-cultural application of the TA approach

Effectiveness of the TA approach in understanding and treating mental health dysfunction in other cultures, e.g. lower income/less economically developed vs richer and more economically developed.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Analyse the transactional analysis approach to counselling		LO1 and LO2 D1 Critically evaluate the effectiveness of the transactional analysis approach in the formulation and treatment of mental health dysfunction.
P1 Describe historical theories of transactional analysis. P2 Assess contemporary theories of transactional analysis.	M1 Analyse the transactional analysis approach in informing understanding of mental health.	
LO2 Demonstrate transactional analysis counselling skills		
P3 Assess how the transactional analysis approach informs transactional analysis counselling. P4 Review the process of transactional analysis counselling.	M2 Demonstrate transactional analysis counselling skills interactions for two different client scenarios.	

Pass	Merit	Distinction
LO3 Examine how transactional analysis supports good mental health		LO3 and LO4 D2 Drawing on research and practice, critically analyse the ability of transactional analysis to formulate and treat mental health dysfunction across cultures.
P5 Assess how transactional analysis theory explains how positive mental health develops and is maintained. P6 Analyse how psychodynamic theory (e.g. the TA approach) can explain how mental health difficulties develop and are maintained.	M3 Appraise how transactional analysis formulates and treats mental health dysfunction.	
LO4 Assess cross-cultural implications of transactional analysis theory and counselling		
P7 Assess factors that need to be considered when applying psychological theory and practice cross-culturally. P8 Review the potential issues that could arise when applying Western theory to diverse cultures and ethnicities.	M4 Evaluate the ability of transactional analysis to effect mental health improvements across diverse cultures.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 27	LO1	x			Portfolio of video vignettes of simulated transactional analysis counselling sessions, accompanied by short evidence-based critique of own transactional analysis counselling practice supported by reflective practice logs
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x			

Recommended Resources

Textbooks

Hargaden, H. (2019). *The Evolution of Relational Paradigms in Transactional Analysis: What's the Relationship Got to Do With It?* Abingdon: Routledge.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. 2nd Ed. London: SAGE Publications.

Stewart, I. and Joines, V. (2012). *TA Today: A New Introduction to Transactional Analysis*. 2nd Ed. Chapel Hill, NC: Lifespace Publishing.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Types of therapy: An A-Z of therapeutic approaches"

(General reference)

theberne.com

The Berne Institute

(General reference)

Journals

Minikin, K. (2020) 'Transactional analysis and our philosophical premises: 70 years on', *Psychotherapy and Politics International*, 18(3), e1563. Available at: <https://doi.org/10.1002/ppi.1563>.

Richard, K., Koch, J. and Currin, J. (2022) 'Counseling students' responsibility attributions: Race/ethnicity and trauma narratives', *Current Psychology*, 41, pp. 1373–1381. Available at: <https://doi.org/10.1007/s12144-020-00656-w>.

Vos, J. and van Rijn, B. (2021) 'The evidence-based conceptual model of transactional analysis: A focused review of the research literature', *Transactional Analysis Journal*, 51(2), pp. 160–201. Available at: <https://doi.org/10.1080/03621537.2021.1904364>.

Vos, J. and van Rijn, B. (2021) 'The transactional analysis review survey: An investigation into self-reported practices and philosophies of psychotherapists', *Transactional Analysis Journal*, 51(2), pp. 111–126. Available at: <https://doi.org/10.1080/03621537.2021.1904355>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 13: Person-centred Approaches to Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion	LO4	P7, P8, M4, D2
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2, LO3	M2, D2
THEME 5: Technology in practice		

Delivery

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

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Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Unit 28: Mental Health: Distress and Disorder

Unit code: T/650/3605

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

The term 'mental distress' is used to describe a range of mental health issues, from the more common problems (for example, anxiety and depression) to the less common, for example, schizophrenia. Mental health problems are one of the main causes of the overall disease burden worldwide. According to the World Health Organization, the burden of mental health disorders continues to grow, with a significant impact on health and major social, human rights and economic consequences in all countries of the world. People with mental health distress or disorders may experience problems that affect the way they think, feel and behave, and in many cases they also have to deal with stigma or discrimination.

This unit aims to examine the concepts of mental health distress and disorder, the contributing factors and causes, and the classification systems used worldwide. Moreover, it will review the historical and current context of service provision for individuals experiencing mental health distress and disorders, with an emphasis on treatments and techniques. Students will have the opportunity to discuss the role of counsellors in supporting people with mental health distress or disorders while working in a variety of settings, and to implement the skills learned in their own counselling practice.

On completion of the unit, students will be able to understand mental health distress and disorder and will have gained knowledge on classification, risk assessment and treatments used for people experiencing such conditions. As part of this unit they will also investigate their own role as mental health counsellors, collaboration with other health professionals, limits of competence and professional boundaries, as well as potential challenges and ethical dilemmas in providing support. Finally, they will be able to apply some of the skills and techniques learned during their placement or own counselling practice, following the British Association for Counselling and Psychotherapy (BACP) ethical framework.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Review conditions associated with mental health distress and disorder
- LO2 Examine the current context of service provision for individuals experiencing mental distress or disorders
- LO3 Appraise the role of counsellors in supporting people experiencing mental distress or disorders
- LO4 Implement skills when working with individuals who experience mental distress or disorders in own counselling practice.

Essential Content

LO1 Review conditions associated with mental health distress and disorder

Key concepts:

Mental health and emotional, psychological and psychosocial wellbeing

Distress and disorders, impact on cognition, emotion and behaviour

Interrelationship between physical and mental health distress

National and global prevalence and risk factors

Groups experiencing higher prevalence of mental health problems, e.g. black, Asian and minority ethnic groups, refugees and asylum-seekers, people with a learning disability, people with a physical health problem, LGBT+ people, carers, substance users, people who experience domestic violence, people who are homeless.

Classification systems:

Classification of mental and behavioural disorders – organic, mental disorders, mental and behavioural disorders due to psychoactive substance use, schizophrenia, schizotypal and delusional disorders, mood (affective) disorders, neurotic, stress-related and somatoform disorders

World Health Organization's International Classification of Diseases (ICD-11)

American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5).

Contributing factors and causes:

Determinants of mental health and mental disorders, including individual attributes (e.g. ability to manage one's thoughts, emotions, behaviours and interactions with others) and social, cultural, economic, political and environmental factors (e.g. national policies, social protection, standards of living, working conditions, community support)

Factors thought to play a role in triggering problems, including psychological (e.g. traumatic experiences, stress), physical (e.g. genetics, early development and perinatal infections, head injuries, nutrition), social and environmental (e.g. exposure to environmental hazards, poverty, relationships).

LO2 Examine the current context of service provision for individuals experiencing mental distress or disorders

Historical:

Asylums

Criminalisation of mental illness, prisons, workhouses

Stigma and its impact

Mid-20th century changes in perception and approaches to treatment.

Risk assessment:

Risks to self and others

Relationship between risk, safety and recovery

Assessment of impact on the individual, family, friends and the wider community

Assessment of impact on health and social care service provision.

Treatments and techniques:

Presentation and effectiveness of a range of proposed treatments for mental distress and disorders and review of the counselling techniques used

Critique, efficacy and relevant research concerning counselling and psychotherapy (e.g. cognitive behavioural therapy, exposure therapy, dialectical behaviour therapy), medication, hospitalisation, support groups, electroconvulsive therapy (ECT), art therapy, self-help plans, complementary and alternative medicines, social support.

LO3 **Appraise the role of counsellors in supporting people experiencing mental distress or disorders**

Population and settings:

Counsellors' work with individuals, families, groups and communities to deal with mental health issues and improve mental wellbeing

Mental health counsellors' work in a wide range of settings, e.g. mental health clinics, schools, hospitals, community health centres, colleges and universities, social service agencies, prisons, secure institutions, criminal justice settings, correctional facilities, businesses, government agencies, charities, voluntary/independent bodies, private practice

Building relationships, empathy, positive regard in treating individuals experiencing mental health or distress and disorder

Collaboration with other health professionals within limits of competence and respecting professional boundaries to ensure the best results for individuals and their families

Beyond face to face – technology-based counselling.

The role of counsellors and tasks expected to undertake:

Assessing clients experiencing symptoms of psychological distress

Talking to clients about their experiences, emotions, and thoughts

Conducting group sessions with families

Working with clients to set goals, develop a treatment plan and gain insight through treatment

Working with clients to identify situations, behaviours and thoughts that interfere with their wellness and recovery

Examining social issues that may influence a client's mental wellbeing, e.g. peer pressure, bullying, substance use, prejudice, work stress, financial challenges, health issues

Referring clients to other health professionals as well as to other resources in the community, e.g. other social services, job services, support groups

Challenging stigma and changing attitudes towards individuals with mental health needs

Promoting recovery and social inclusion for individuals and their families

Focusing on personal development and overall wellness by helping clients learn skills and coping abilities for problem-solving, improving resilience, encouraging healthy behaviours and improving relationships.

LO4 Implement skills when working with individuals who experience mental distress or disorders in own counselling practice

Challenges and ethical dilemmas in providing support:

Assessing risk to self and others

Addressing stigma

Legal considerations, e.g. current legislation relating to data protection, Health and Safety, equal opportunities and anti-discrimination practice, mental health, human rights, confidentiality

BACP's Ethical Framework for the Counselling Professions – boundary issues, limits of own competence, the need of supervision and adherence to framework

Reasons for referrals and conducting proper referrals.

Application in counselling practice:

Ability to conduct a counselling session that includes techniques used in counselling for mental distress and disorders, e.g. psychoeducation, investigation of thoughts–feelings–behaviours, identification of coping mechanisms, cognitive behavioural techniques

Reflection on and assessment of skills, practice and techniques using self-reflection and tutor/peer feedback from skills practice in triads (counsellor, client and observer).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Review conditions associated with mental health distress and disorder		LO1 and LO2 D1 Critically synthesise theory and research regarding contributing factors, causes and treatments for mental distress and disorders.
P1 Analyse key concepts concerning mental health distress and classification of mental disorders. P2 Discuss contributing factors and causes of mental health disorders.	M1 Synthesise information concerning individual attributes and the role of psychological, physical, social and environmental factors in mental health disorders.	
LO2 Examine the current context of service provision for individuals experiencing mental distress or disorders		
P3 Appraise the need for risk assessment and the impact of a mental disorder on the individual, family, friends and the wider community. P4 Compare a range of proposed treatments for mental distress and disorders.	M2 Evaluate current treatments for mental distress and disorders.	

Pass	Merit	Distinction
LO3 Appraise the role of counsellors in supporting people experiencing mental distress or disorders		LO3 and LO4 D2 Demonstrate a critical understanding of personal, professional, legal and ethical boundaries and a variety of assessment skills and counselling techniques used when working with individuals who experience mental distress or disorders.
P5 Explain the role of a counsellor in promoting mental health and overall wellness in various work settings. P6 Summarise the role of counsellors when working with individuals with mental distress or disorders.	M3 Critically discuss limits of competence and other professional boundaries for counsellors in various work settings for mental disorders.	
LO4 Implement skills when working with individuals who experience mental distress or disorders in own counselling practice		
P7 Demonstrate risk assessment skills and the ability to work within an ethical framework. P8 Apply counselling techniques while working with individuals who experience mental distress.	M4 Critically reflect on own assessment skills and implementation of counselling techniques when working with individuals who experience mental distress or disorders.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 28	LO1	x			Professional discussion accompanied by portfolio of evidence, including reflective practice logs
	LO2	x			
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

Barry, M.M., Jenkins, R., Clarke, M.A. and Petersen, I. (2019). *Implementing Mental Health Promotion*. Cham, Switzerland: Springer International Publishing.

Bährer-Köhler, S. and Carod-Artal, F.J. (2017). *Global Mental Health: Prevention and Promotion*. Cham, Switzerland: Springer International Publishing.

Brown, J.S., Learmonth, A.M. and Mackereth, C.J. (2014). *Promoting Public Mental Health and Well-being: Principles into Practice*. London: Jessica Kingsley Publishers.

Claringbull, N. (2011). *Mental Health in Counselling and Psychotherapy*. Exeter: Learning Matters.

Gerig, M.S. (2020). *Foundations for Clinical Mental Health Counseling: An Introduction to the Profession*. 3rd Ed. Hoboken, NJ: Pearson Education.

Gielen, U.P., Draguns, J.G. and Fish, J.M. (2008). *Principles of Multicultural Counseling and Therapy*. Abingdon: Routledge.

Hodes, M. and Gau, S. (2016). *Positive Mental Health, Fighting Stigma and Promoting Resiliency for Children and Adolescents*. London: Academic Press.

McLeod, J. (2010). *The Counsellor's Workbook: Developing a Personal Approach*. 2nd Ed. Maidenhead: Open University Press.

Moller, N., Vossler, A., Jones, D.W. and Kaposi, D. (2020). *Understanding Mental Health and Counselling*. London: SAGE Publications.

Paniagua, F.A. and Yamada, A.-M. (2013). *Handbook of Multicultural Mental Health: Assessment and Treatment of Diverse Populations*. 2nd Ed. London: Academic Press.

Pilgrim, D. (2022). *Key Concepts in Mental Health*. 6th Ed. London: SAGE Publications.

Sewell, H. (2008). *Working with Ethnicity, Race and Culture in Mental Health: A Handbook for Practitioners*. London: Jessica Kingsley Publishers.

Websites

www.kingsfund.org.uk

The King's Fund

"Bringing together physical and mental health: A new frontier for integrated care"

(Report)

www.mentalhealth.org.uk

Mental Health Foundation

"Fundamental facts about mental health 2016"

(Report)

www.mind.org.uk

Mind

"How to promote wellbeing and tackle the causes of work-related mental health problems"

(Report)

www.nice.org.uk

National Institute for Health and Care Excellence

"Mental health and wellbeing"

(General reference)

www.ted.com/talks

TED Talks

"Mental health for all by involving all" (Vikram Patel)

(Tutorial)

www.worldbank.org

The World Bank

"Health"

(General reference)

www.who.int

World Health Organization

"Mental health"

(General reference)

www.globalmentalhealth.org

The Movement for Global Mental Health

(General reference)

Journals

Barnett, P., Arundell, L.-L., Saunders, R., Matthews, H. and Pilling, S. (2021) 'The efficacy of psychological interventions for the prevention and treatment of mental health disorders in university students: A systematic review and meta-analysis', *Journal of Affective Disorders*, 280(A), pp. 381–406. Available at: <https://doi.org/10.1016/j.jad.2020.10.060>.

Barney, L.J., Griffiths, K.M., Jorm, A.F. and Christensen, H. (2006) 'Stigma about depression and its impact on help-seeking intentions', *The Australian & New Zealand Journal of Psychiatry*, 40(1), pp. 51–54. Available at: <https://doi.org/10.1080/j.1440-1614.2006.01741.x>.

Boardman, F., Griffiths, F., Kokanovic, R., Potiradis, M., Dowrick, C. and Gunn, J. (2011) 'Resilience as a response to the stigma of depression: A mixed methods analysis', *Journal of Affective Disorders*, 135(1–3), pp. 267–276. Available at: <https://doi.org/10.1016/j.jad.2011.08.007>.

Budd, M., Iqbal, A., Harding, C., Rees, E. and Bhutani, G. (2021) 'Mental health promotion and prevention in primary care: What should we be doing vs. what are we actually doing?' *Mental Health & Prevention*, 21, 200195. Available at: <https://doi.org/10.1016/j.mhp.2020.200195>.

Butler, J.A. (2020) 'Self-harm', *Medicine*, 48(12), pp. 769–773. Available at: <https://doi.org/10.1016/j.mpmed.2020.09.017>.

Cénat, J.M., Blais-Rochette, C., Kossigan Kokou-Kpolou, C., Noorishad, P.-G., Mukunzi, J.N., McIntee, S.-E., Darly Dalexis, R. *et al.* (2021) 'Prevalence of symptoms of depression, anxiety, insomnia, posttraumatic stress disorder, and psychological distress among populations affected by the COVID-19 pandemic: A systematic review and meta-analysis', *Psychiatry Research*, 295, 113599. Available at: <https://doi.org/10.1016/j.psychres.2020.113599>.

Cooper, C., Bebbington, P., McManus, S., Meltzer, H., Stewart, R., Farrell, M., King, M. *et al.* (2010) 'The treatment of common mental disorders across age groups: Results from the 2007 adult psychiatric morbidity survey', *Journal of Affective Disorders*, 127(1–3), pp. 96–101. Available at: <https://doi.org/10.1016/j.jad.2010.04.020>.

Corrigan, P.W. and Watson, A.C. (2002) 'Understanding the impact of stigma on people with mental illness', *World Psychiatry*, 1(1), pp. 16–20. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1489832/>.

Crowe, A. and Averett, P. (2015) 'Attitudes of mental health professionals toward mental illness: A deeper understanding', *Journal of Mental Health Counseling*, 37(1), pp. 47–52. Available at: <https://doi.org/10.17744/mehc.37.1.l23251h783703q2v>.

Crowe, A., Averett, P. and Glass, S.J. (2016) 'Mental illness stigma, psychological resilience, and help seeking: What are the relationships?', *Mental Health & Prevention*, 4(2), pp. 63–68. Available at: <https://doi.org/10.1016/j.mhp.2015.12.001>.

del Valle, G., Belloch, A. and Carrió, C. (2017) 'The long and complex road in the search for treatment for mental disorders: An analysis of the process in five groups of patients', *Psychiatry Research*, 253, pp. 1–8. Available at: <https://doi.org/10.1016/j.psychres.2017.03.024>.

Essau, C.A. and de la Torre-Luque, A. (2019) 'Comorbidity profile of mental disorders among adolescents: A latent class analysis', *Psychiatry Research*, 278, pp. 228–234. Available at: <https://doi.org/10.1016/j.psychres.2019.06.007>.

Harandi, T.F., Taghinasab, M.M. and Nayeri, T.D. (2017), 'The correlation of social support with mental health: A meta-analysis', *Electronic Physician*, 9(9), pp. 5212–5222. Available at: <https://doi.org/10.19082/5212>.

Holm-Hadulla, R.M. and Koutsoukou-Argyriaki, A. (2015) 'Mental health of students in a globalized world: Prevalence of complaints and disorders, methods and effectivity of counseling, structure of mental health services for students', *Mental Health & Prevention*, 3(1–2), pp. 1–4. Available at: <https://doi.org/10.1016/j.mhp.2015.04.003>.

Quinn, D.M. and Chaudoir, S.R. (2009) 'Living with a concealable stigmatized identity: The impact of anticipated stigma, centrality, salience, and cultural stigma on psychological distress and health', *Journal of Personality and Social Psychology*, 97(4), pp. 634–651. Available at: <https://doi.org/10.1037/a0015815>.

Romppanen, E., Korhonen, M., Salmelin, R.K., Puura, K. and Luoma, I. (2021) 'The significance of adolescent social competence for mental health in young adulthood', *Mental Health & Prevention*, 21, 200198. Available at: <https://doi.org/10.1016/j.mhp.2021.200198>.

Zeifman, R.J., Landy, M.S.H., Liebman, R.E., Fitzpatrick, S. and Monson, C.M. (2021) 'Optimizing treatment for comorbid borderline personality disorder and posttraumatic stress disorder: A systematic review of psychotherapeutic approaches and treatment efficacy', *Clinical Psychology Review*, 86, 102030. Available at: <https://doi.org/10.1016/j.cpr.2021.102030>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 23: Counselling for Stress

Unit 30: Workplace Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO2, LO3	P3, D2
THEME 4: Professional and ethical practice	LO3, LO4	P7, P8, M3, M4, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Group discussions, pairs and triad work should all form part of the learning experience. Tutors are required to offer opportunities for simulated counselling interaction in the classroom in the form of role play.

Delivery

Tutors must be appropriately qualified and experienced in the mental health sector to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in mental health and counselling placements.

Evidence could be in the form of an assignment or a presentation and a role play. Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 29: Supporting Clients Experiencing Addiction

Unit code: Y/650/3606

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Addiction is a pervasive and destructive aspect of many people's lives. It has the potential to cause great harm to the individual, their family and friends and to society as a whole. There are a myriad of different definitions, models and explanations that attempt to understand the nature and presentation of addiction. It is a complex and challenging issue. Addiction can manifest in substances (for example, drugs and alcohol) and also in behaviours (including gambling, internet use and pornography).

Addiction has physical, emotional, psychological and spiritual impacts, with the potential to cause harm in all areas of life and experience. There are a wide range of organisations and services for people affected by addiction; counselling is one of the support services available. There are a number of life issues common to addiction, including abuse, trauma and mental health, where counselling can be helpful in supporting the recovery process.

The aim of this unit is to provide counsellors with knowledge of the nature and scope of addictions and dependencies, alongside an understanding of other support services and techniques that can enable the change and recovery process. Students will explore a range of models and approaches useful for clients with addiction and will reflect on how counselling theories enable understanding of the dynamics of addiction. Students will become familiar with the continuum of care in addiction services and the role of counselling within that. Mutual aid will be explored to ascertain how this might integrate with the counselling offered. There will be a focus on the change cycle and how the technique of motivational interviewing can support and promote the change process.

This unit will enable students to gain the knowledge, understanding and skills to respond appropriately and safely to clients presenting with addiction issues. Students will develop an insight into the field of addiction and be able to demonstrate how motivational interviewing can be integrated into their counselling practice to offer an approach that is conducive (but not coercive) to change. The skills and knowledge provided by the unit are relevant to a range of addictions and will support students to progress to further learning in this field, to a role in addiction services (for example, community, criminal justice or residential services) or in their counselling work in private practice.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Critique theoretical models relating to addictive behaviour
- LO2 Examine the role of mutual aid in the addiction recovery process
- LO3 Demonstrate motivational interviewing techniques to facilitate change and recovery during addiction counselling
- LO4 Reflect on the challenges of working therapeutically within the treatment and care continuum of addiction services and settings.

Essential Content

LO1 Critique theoretical models relating to addictive behaviour

Definitions:

Addiction

Dependency

Signs of addiction and dependency

Symptoms of addiction and dependency.

Complexity of addiction – multiple causes, heterogeneity:

Multiple approaches

Multiple solutions.

Models of addictive behaviour:

Disease models

Trauma models

Sociocultural models

Social learning model

Behavioural models

Moralisation of addiction

Types of addiction – substance, behavioural

Types and patterns of addictive behaviours and related harms.

Counselling theories and addiction:

Person-centred

Psychodynamic

Cognitive behavioural therapy (CBT)

Transactional analysis (TA)

Gestalt therapy

Abstinence vs harm minimisation

Strengths and limitations of models and approaches.

LO2 **Examine the role of mutual aid in the addiction recovery process**

Mutual aid and mutual aid groups – definition and organisation:

Definition, purpose and aims of mutual aid and mutual aid groups

Mutual aid and charity – similarities and differences

Mutual aid and peer support – similarities and differences

History and development of mutual aid groups

Organisation and funding of mutual aid groups

Organisation theory – personal and group behaviours

Legitimacy and regulation of mutual aid groups

Mutual aid group volunteers and their training

Members of mutual aid groups, including parents and families

Access to mutual aid groups

Benefits and limitations of different mutual aid groups.

Features of mutual aid groups:

Support provision

Attendance – benefits and limitations, outcomes

Methods and modes of meeting

Confidentiality and transparency

Ongoing support.

Examples of mutual aid groups:

12-step fellowships – 12 steps and 12 traditions, nature and structure of 12-step meetings, abstinence approach, sponsorship

SMART Recovery® (self-management and recovery training) groups four-point programme – building and maintaining motivation, coping with urges, managing thoughts, feelings and behaviours, living a balanced life.

See Resources section for further mutual aid groups.

Integrating mutual aid recovery with counselling approach:

Facilitating access to mutual aid, e.g. National Institute for Health and Care Excellence (NICE) recommendations, facilitating access to mutual aid (FAMA)

Challenges to accessing mutual aid, e.g. availability of groups, prison and curfew, personal safety, location, public transport and travel, internet connectedness, personal and public perception

Working therapeutically with clients attending mutual aid meetings to enable the recovery programme and personal counselling to complement each other and provide a coherent and integrated package of care

Counsellor's personal values, attitudes and beliefs.

LO3 Demonstrate motivational interviewing techniques to facilitate change and recovery during addiction counselling

The change process:

The cycle of change – transtheoretical model (TTM)

Benefits and disadvantages of change to client.

Theories of motivation:

Motivation for change, e.g. positive reinforcement

Integrating motivational interviewing with theoretical approach – benefits and challenges.

Motivational interviewing skills:

Planning to use motivational interviewing skills with clients

Person-centred skills and core conditions to support the change process

Empathy through reflective listening and counselling skills

Active listening

Conducive rather than coercive to change

Recognising and resolving ambivalence

Discrepancy between goals, values and current behaviour

Client's autonomy and freedom to choose.

Change talk techniques, e.g. OARS (open questions, affirmations, reflections, summaries)

Open questioning techniques

Affirmations

Reflective listening

Summary reflections

Supporting self-efficacy and optimism using change talk

Avoiding argument and direct confrontation, rolling with the resistance

Promoting change.

LO4 Reflect on the challenges of working therapeutically within the treatment and care continuum of addiction services and settings

Services and provision for those presenting with addiction issues:

Community services

Residential services

Criminal justice settings

Private practice counselling

Charities.

Counselling within and across organisations and professions:

Multi-agency, multi-disciplinary and interprofessional approaches

Sharing data and information across services, confidentiality and valid consent

Professional practice, ethics, information provision, practitioner's professional competence and scope of practice

Service and quality improvement in the treatment and care continuum.

Relapse and recovery:

Engagement – reluctant, resistant and coerced clients

Issues common in addiction settings, e.g. trauma, abuse, comorbidity, criminal justice

Referral and service transitions, including medical management and interprofessional care.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Critique theoretical models relating to addictive behaviour		LO1 D1 Critically appraise theoretical models of addiction in relation to its heterogenous nature using examples from practice.
P1 Discuss how theoretical models illustrate addictive behaviours. P2 Summarise the signs and symptoms associated with specific addictions.	M1 Interpret how different theoretical models of addiction are used to inform counselling work with a range of specific addictions.	

Pass	Merit	Distinction
L02 Examine the role of mutual aid in the addiction recovery process		L02, L03 and L04 D2 Using examples from practice, critically evaluate the effectiveness of combining mutual aid group techniques with individual counselling in the treatment of clients with addiction.
P3 Explain how mutual aid aims to support the addiction recovery process. P4 Review a range of local mutual aid groups and services.	M2 Recommend improvements to the referral procedures used by counsellors and psychologists to enable clients to access local mutual aid groups.	
L03 Demonstrate motivational interviewing techniques to facilitate change and recovery during addiction counselling		
P5 Design a counselling session plan using motivational interviewing techniques. P6 Facilitate motivational interviewing counselling sessions that are conducive to effecting change in clients with addictions.	M3 Appraise adaptations to session plans made during counselling sessions using motivational interviewing techniques.	
L04 Reflect on the challenges of working therapeutically within the treatment and care continuum of addiction services and settings		
P7 Explain the different settings where addiction counselling can take place. P8 Reflect on how counsellors can respond to the challenges associated with addictive behaviours.	M4 Critically reflect on own practice in an addiction treatment service or setting.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 29	LO1	x	x	x	Short handout suitable for peers
	LO2	x	x	x	Counselling session plan and video of simulated counselling session using the plan, supported by reflective practice logs
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

Miller, W.R. (2017). 'Motivational interviewing in treating addictions', in Arkowitz, H., Miller, W.R. and Rollnick, S. (eds.) *Motivational Interviewing in the Treatment of Psychological Problems*, 2nd Ed. New York: Guilford Publications, chapter 10.

Websites

These websites contain lists of mutual aid groups and support organisations.

adfam.org.uk

Adfam

"Useful organisations"

(General reference)

www.mind.org.uk

Mind

"Guide to addiction and dependency support"

(General reference)

<https://motivationalinterviewing.org>

Motivational Interviewing Network of Trainers

“Understanding motivational interviewing”

(Article)

Journals

Frank, L.E. and Nagel, S.K. (2017) ‘Addiction and moralization: The role of the underlying model of addiction’, *Neuroethics*, 10(1), pp. 129–139. Available at: <https://doi.org/10.1007/s12152-017-9307-x>.

Martinelli, T.F., van de Mheen, D., Best, D., Vanderplasschen, W. and Nagelhout, G.E. (2021) ‘Are members of mutual aid groups better equipped for addiction recovery? European cross-sectional study into recovery capital, social networks, and commitment to sobriety’, *Drugs: Education, Prevention and Policy*, 28(5), pp. 389–398. Available at: <https://doi.org/10.1080/09687637.2020.1844638>.

Rettie, H.C., Hogan, L.M. and Cox, W.M. (2021) ‘Identifying the main components of substance-related addiction recovery groups’, *Substance Use & Misuse*, 56(6), pp. 840–847. Available at: <https://doi.org/10.1080/10826084.2021.1899228>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication	LO3	P5, P6, M3, D2
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P5, P6, P7, P8, M2, M3, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Group discussions, pairs and triad work should all form part of the learning experience. Tutors are required to offer opportunities for simulated counselling interaction in the classroom in the form of role play.

Delivery

Tutors must be appropriately qualified and experienced in the mental health sector related to addiction to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in mental health and counselling placements.

Evidence could be in the form of an assignment or a presentation and a role play. Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 30: Workplace Counselling

Unit code: A/650/3607

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Workplace counselling is a rapidly expanding area in the counselling profession.

Workplace counselling is counselling provided to an employee by their employer. This counselling work focuses mainly on work-related issues but can also address personal issues or a combination of both. The counselling may be paid for by the employer or offered via a salary sacrifice scheme at a reduced rate. The counselling could be part of a wider employee assistance programme (EAP). The main aim of workplace counselling is to enhance the wellbeing and functioning of the client, thereby restoring or maintaining their fitness to work. Many organisations now have workplace counselling provision, affiliation with an EAP or an occupational health department. Workplace counselling has proved to have a beneficial effect on employment performance, engagement and attendance and has a favourable impact on employee health and wellbeing.

The aim of this unit is to provide students with knowledge and understanding of the duties and responsibilities of a workplace counsellor. The unit encompasses the knowledge, understanding and abilities needed to practise as a workplace counsellor. Students will explore the professional, legal and ethical considerations of offering counselling in an organisational context. They will identify the different types of workplace counselling, including EAPs and counselling in the workplace itself, examining the benefits and constraints of each. Students will be able to identify issues closely related to the workplace (for example, stress, relationships at work, management and bullying) and explore the link between employment and health and wellbeing. Students will look at the nature of time-limited counselling work and practise the skills and techniques needed to facilitate brief interventions.

The knowledge, understanding and skill set developed in this unit will help students gain insight into different types of workplace counselling and the meaning and nature of EAPs. It will give students the necessary information to decide whether this is a specialism they wish to become involved with once they complete this qualification. The knowledge gained in relation to workplace dynamics and challenges will also be helpful in standard counselling practice.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Explain different forms of employee assistance programme
- LO2 Review how professional, ethical and legal requirements can benefit clients in a workplace counselling context
- LO3 Discuss the relationship between employment and health and wellbeing
- LO4 Explore the role of time-limited counselling in a workplace context.

Essential Content

LO1 Explain different forms of employee assistance programme

Definition and features of employee assistance programmes:

Provision of employee assistance programmes

Features of employee assistance programmes

Aim of employee assistance programmes

Similarities and differences between the different provision

Range of services provided through employee assistance programmes

Remit of employee assistance programmes.

Skills, knowledge, behaviours and attributes of workplace counsellors working through employee assistance programmes:

Specialist knowledge of workplace structures and theories

Tripartite nature of counselling through employee assistance programmes

Common workplace issues, e.g. work-life balance, carer responsibilities, bullying, stress, the job itself, family.

Supporting clients with employment legislation, policies and procedures:

Formal procedures, including, but not limited to, recruitment, equal opportunities, terms and conditions of employment, grievances and complaints, disciplinary and tribunals, bullying, illness and Health and Safety

Additional workplace services and resources, including, but not limited to, human resources (HR) service, occupational health service, Health and Safety, mental health first-aiders, workplace endorsement and accreditation schemes, e.g. Investors in People, Our People Promise, local healthy workplace accreditation scheme, Workplace Wellbeing Charter.

LO2 **Review how professional, ethical and legal requirements can benefit clients in a workplace counselling context**

Professional, ethical and legal codes, policies and legislation:

Ethical standards and codes of practice for workplace counselling

Counselling professional body ethical frameworks

Employment law

Trade unions – workplace representatives, full-time officers, guidance and recommendations

Employer policies and procedures

Employment advisory and arbitration services, e.g. Advisory, Conciliation and Arbitration Service (Acas)

Resolving conflicts between counselling ethics and workplace/employer requirements.

Identification and resolution of boundary issues:

Counsellor could have same employer as client

Confidentiality in relation to employee/client and the employer

Boundaries

Counsellor's own employment responsibilities

Counsellor's independence from employer

Conflicts between client and employer desired outcomes

Duty of care to client

Referral and signposting

Confidentiality, valid consent, data protection in an organisational context, including circle of confidentiality, record-keeping, information sharing, maintaining client confidentiality and organisational pressures to disclose.

Using supervision for issues common to the workplace:

Dual relationships

Personal and professional clashes

Tripartite relationships

Legal and ethical challenges

Managing risk.

Counselling and workplace objectives:

Benefits of workplace counselling

Reducing sickness absence

Resolving conflicts in the workplace

Optimising motivation and engagement.

LO3 Discuss the relationship between employment and health and wellbeing

Work and workplace impact on health and wellbeing:

Workplace environment

Working from home or at distance

Hybrid working

Travelling and commuting

Nomadic working

Flexible employment and workplace

Pay and conditions

Family friendly

Lone working and safety

Psycho-socio-economic needs

Confidence, self-esteem and personal life

Physical, emotional and mental health impacts on employment.

Workplace culture and leadership:

Relationships with colleagues, leaders and managers

Amount of support available and offered

Organisational change

Job security

Nature of the role and amount of autonomy

Leadership and management style and culture

Opportunities for advancement

Stress in the workplace.

LO4 **Explore the role of time-limited counselling in a workplace context**

Time-limited models and frameworks:

Time-limited counselling models

Information for client – time, number of sessions, format and counselling media (in person, online, telephone, etc.)

Therapeutic challenges, realistic outcomes and goals in time available

Managing client expectations

Client dependency in short-term work

Forming, maintaining and ending the counselling relationship appropriately and safely

Referring and/or signposting.

Adapting counselling to the workplace:

Different workplaces

Primary, secondary, tertiary and quaternary workplace sectors

Supporting clients to manage feelings and to function in the workplace

Appropriateness of counselling as a possible solution for client and workplace difficulties.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
L01 Explain different forms of employee assistance programme		L01 and L02 D1 Critically evaluate the tripartite relationship between client, counsellor and employer, considering the potential ethical and legal conflicts and challenges inherent in the provision of workplace counselling.
P1 Explain the role of an employee assistance programme in relation to workplace counselling. P2 Compare the roles of the counsellor in different forms of workplace counselling.	M1 Assess the different types of workplace counselling, including the relevance of employee assistance programmes and the different role of the counsellor in each.	
L02 Review how professional, ethical and legal requirements can benefit clients in a workplace counselling context		
P3 Explain the professional, ethical and legal obligations of a workplace counsellor.	M2 Analyse the relationship between relevant ethical frameworks, codes and standards for counselling and the provision of support for clients in the workplace context.	

Pass	Merit	Distinction
LO3 Discuss the relationship between employment and health and wellbeing		LO3 and LO4 D2 Critically reflect on the effectiveness of time-limited workplace counselling in responding to common workplace issues to promote and enhance an employee's health and wellbeing.
P4 Discuss the factors in a working environment that can impact on health and wellbeing. P5 Explain common workplace issues that could be addressed through counselling.	M3 Analyse the role of counselling in addressing factors in the working environment that impact on an employee's health and wellbeing.	
LO4 Explore the role of time-limited counselling in a workplace context		
P6 Explain a model for time-limited counselling appropriate to a workplace context. P7 Use the therapeutic relationship appropriately in time-limited counselling work.	M4 Provide appropriately planned, time-limited counselling to achieve defined outcomes for the client in the available time in a workplace scenario.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 30	LO1	x			Vlog (video log) accompanied by referenced leaflet, both suitable for clients, and reflective practice logs
	LO2	x			
	LO3	x	x	x	
	LO4	x	x	x	

Recommended Resources

Textbooks

Busacca, L.A. and Rehfuss, M.C. (2016). *Postmodern Career Counseling: A Handbook of Culture, Context, and Cases*. Alexandria, VA: American Counseling Association.

Ledimo, O. and Martins, N. (2018). *Employee Assistance Programmes: Theory and Practical Applications*. Johannesburg: KR Publishing.

Websites

www.eapa.org.uk

Employee Assistance Programme Association

“The UK voice of employee assistance”
(General reference)

Journals

Attridge, M. and Dickens, S.P. (2021) ‘Onsite screening and enhanced EAP counseling improves overall health, depression, and work outcomes: Four-wave longitudinal pilot study at a community health center in Vermont’, *Journal of Workplace Behavioral Health*, 36(4), pp. 278–308. Available at: <https://doi.org/10.1080/15555240.2021.1971537>.

Banning, N. (2020) ‘The big issue: Is EAP counselling really working?’, *Therapy Today*, November 2020. Available at: www.bacp.co.uk/bacp-journals/therapy-today/2020/november-2020/the-big-issue.

Chen, Y.-C., Chu, H.-C. and Wang, P.-T. (2021) 'Employee assistance programs: A meta-analysis', *Journal of Employment Counseling*, 58(4), pp. 144–166. Available at: <https://doi.org/10.1002/joec.12170>.

Matthews, L.R., Gerald, J. and Jessup, G.M. (2021) 'Exploring men's use of mental health support offered by an Australian employee assistance program (EAP): Perspectives from a focus-group study with males working in blue- and white-collar industries', *International Journal of Mental Health Systems*, 15, article 68. Available at: <https://doi.org/10.1186/s13033-021-00489-5>.

McCarthy, M.G. and Ford, D.J. (2020) 'Integrating evidenced-based counseling interventions into employee development and training: A narrative discussion on counseling professionals and business owners working together to better serve the employee and workplace environment', *TechTrends*, 64(2), pp. 260–264. Available at: <https://doi.org/10.1007/s11528-019-00450-x>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 13: Person-centred Approaches to Counselling

Unit 23: Counselling for Stress

Unit 30: Workplace Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO1	D1
THEME 4: Professional and ethical practice	LO1, LO2, LO4	P2, P3, P6, P7, M2, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Group discussions, pairs and triad work should all form part of the learning experience. Tutors are required to offer opportunities for simulated counselling interaction in the classroom in the form of role play.

Delivery

Tutors must be appropriately qualified and experienced in the mental health sector related to this unit content to cover the principles and skills development aspects of this unit.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit. They will be expected to present evidence based substantially on their work in mental health and counselling placements.

Evidence could be in the form of an assignment or a presentation and a role play. Evidence against practice-based criteria can be collated in students' workplace portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 31: Self-care for the Counselling Practitioner

Unit code: D/650/3608

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

Self-care in counselling practice is recognised as an important component for counsellors. Occupational stress and burnout are of great concern and so to embed self-care practices while in training has long-term benefits for both the counsellor and the profession. This unit will develop students' understanding of the purpose and use of self-care strategies to improve their practice and support their health and wellbeing.

The practice of self-care has been found to be the fundamental element for sustaining a high-quality service for others. It involves the use of strategies that prevent burnout, compassion fatigue and vicarious traumatisation and enables the practitioner to be more aware of the impact such strategies have on the counselling relationship. Students will explore relevant concepts and practices in this unit and use them to create strategies to maintain their physical and psychological wellbeing as they develop into practitioners.

Students will examine the theoretical underpinnings and findings from research into self-care, and design their own self-care plan as they develop their practice as counsellors.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Examine the research and theoretical underpinnings of self-care
- LO2 Discuss the elements and relevance of self-care in contemporary therapeutic settings
- LO3 Explore different strategies for self-care
- LO4 Create a comprehensive self-care assessment and plan in line with good practice.

Essential Content

LO1 **Examine the research and theoretical underpinnings of self-care**

Self-care:

Definitions of self-care

Literature and research basis for the term self-care

Research evidence of self-care and wellbeing.

Theoretical:

Research of self-care models

The four cardinal dimensions of self-care

Links made to self-care and neuroplasticity.

Potential impact of self-care on the professional:

Longevity of the professional

Reducing burnout/professional fatigue.

LO2 **Discuss the elements and relevance of self-care in contemporary therapeutic settings**

The elements of self-care:

Definitions and research

Exploring the drivers of the counsellor, why people become counsellors and how this impacts on the counselling relationship.

Physical, psychological and spiritual elements of self-care:

Benefits

The role of counselling counsellors and how this differs from supervision

The sense of purpose and meaning to life – Who am I doing this for?

What are my needs or the client needs?

Beliefs and the part they play in the counselling relationship.

Support as an element of self-care:

The role of the supervisor, e.g. disclosure and signposting

Systems of support, e.g. teams, colleagues

Ethics of support, e.g. mandatory, voluntary.

LO3 **Explore different strategies for self-care**

The strategies of self-care:

Definitions and research

Theoretical underpinning and links to Maslow's hierarchy of needs

Health belief model (HBM)

Leventhal's self-regulatory model.

Self-awareness and resilience:

Emotional Intelligence as a strategy for self-care

Emotional Intelligence and how to develop this

How to build resilience through the HEAL model (Hanson).

The role of mindfulness:

Self-practice and the benefits for clients

Mindfulness, self-compassion, meditation practices

Stress reduction and the links to better physical health.

Self-care practices:

The self-care matrix

Meditation

Yoga

Breathing techniques

Resilience.

LO4 Create a comprehensive self-care assessment and plan in line with good practice

Planning:

How and why of planning

Establishing new behaviours

Motivation – intrinsic and extrinsic motivation.

Goal-setting techniques:

GROW (goal, reality, options, will) model

SMART (specific, measurable, achievable, realistic, timely) targets

Accountability

SWOT (strengths, weaknesses, opportunities, threats) analysis.

Good practice:

Counselling frameworks, e.g. British Association for Counselling and Psychotherapy (BACP).

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Examine the research and theoretical underpinnings of self-care		LO1 and LO2 D1 Critically evaluate how the elements of self-care are relevant to contemporary counselling practices, using examples from own practice.
P1 Examine contemporary research and theoretical underpinnings of self-care. P2 Discuss the impact of self-care on the counsellor.	M1 Assess how the development of self-care impacts on practices.	
LO2 Discuss elements and relevance of self-care in contemporary therapeutic settings		
P3 Explain the elements of self-care, giving detail of their origins.	M2 Evaluate how self-care is relevant to contemporary counselling practices.	

Pass	Merit	Distinction
LO3 Explore different strategies for self-care		LO3 and LO4 D2 Critically reflect on the impact of self-care strategies used previously and how these have affected practices and long-term planning for own practice in line with good practice.
P4 Review the strategies for self-care. P5 Compare the strategies for self-care and how these impact on personal and professional resilience.	M3 Evaluate the different strategies for self-care tried for personal use.	
LO4 Create a comprehensive self-care assessment and plan in line with good practice		
P6 Produce a comprehensive long-term plan for self-care, incorporating self-assessment.	M4 Evaluate the impacts of the chosen and implemented self-care plan.	

Suggested teaching, learning and assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 31	LO1	x	x	x	Evidence-based essay
	LO2	x	x	x	
	LO3	x	x	x	Mini-portfolio of evidence, including reflective practice logs
	LO4	x	x	x	

Recommended Resources

Textbooks

Corey, G., Muratori, M., Austin, J.T. and Austin, J.A. (2018). *Counselor Self-Care*. Alexandria, VA: American Counseling Association.

Parsons, R., Dickinson, K. and Asempapa, B. (2020). *Counselor Wellness: Caring for Self to Care for Others*. San Diego, CA: Cognella Academic Publishing.

Skovholt, T.M. and Trotter-Mathison, M. (2016). *The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions*. 3rd Ed. Abingdon: Routledge.

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

“A guide to the BACP counselling skills competence framework: The competences required to use counselling skills in a range of different roles and settings”

(Training)

Journals

Barton, H. (2019) 'An exploration of the experiences that counsellors have of taking care of their own mental, emotional and spiritual well-being', *Counselling and Psychotherapy Research*, 20(3), pp. 516–524. Available at: <https://doi.org/10.1002/capr.12280>.

El-Osta, A., Webber, D., Gnani, S., Banarsee, R., Mummery, D., Majeed, A. and Smith, P. (2019) 'The self-care matrix: A unifying framework for self-care', *SelfCare*, 10(3), pp. 38–56. Available at: <https://doi.org/10.6084/m9.figshare.12578741.v1>.

Mayorga, M.G., de Vries, S.R. and Wardle, E.A. (2015) 'The practice of self-care among counseling students', *i-manager's Journal on Educational Psychology*, 8(3), pp. 21–28. Available at: <https://doi.org/10.26634/jpsy.8.3.3101>.

Pearson, P. (2020) 'Counselling intern self-awareness and readiness for practice: Reports from a mindfulness challenge', *Asia Pacific Journal of Counselling and Psychotherapy*, 11(1), pp. 23–33. Available at: <https://doi.org/10.1080/21507686.2019.1703772>.

Richards, K., Campenni, C. and Muse-Burke, J. (2010) 'Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness', *Journal of Mental Health Counseling*, 32(3), pp. 247–264. Available at: <https://doi.org/10.17744/mehc.32.3.0n31v88304423806>.

Roebuck, D.C. and Reid, K. (2019) 'How trainee therapists experience resilience: An interpretative phenomenological analysis', *Counselling and Psychotherapy Research*, 20(3), pp. 545–555. Available at: <https://doi.org/10.1002/capr.12286>.

Schure, M.B., Christopher, J. and Christopher, S. (2008) 'Mind-body medicine and the art of self-care: Teaching mindfulness to counseling students through yoga, meditation and qigong', *Journal of Counseling and Development*, 86(1), pp. 47–56. Available at: <https://doi.org/10.1002/j.1556-6678.2008.tb00625.x>.

Viskovich, S., and De George-Walker, L. (2019) 'An investigation of self-care related constructs in undergraduate psychology students: Self-compassion, mindfulness, self-awareness, and integrated self-knowledge', *International Journal of Educational Research*, 95, pp. 109–117. Available at: <https://doi.org/10.1016/j.ijer.2019.02.005>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 18: Technology mediated Therapy

Unit 19: Counselling for Loss and Grief

Unit 20: Working with Survivors of Abuse

Unit 21: Counselling Young People

Unit 22: Trauma-informed Therapy

Unit 23: Counselling for Stress

Unit 26: Relationship Counselling

Unit 28: Mental Health: Distress and Disorder

Unit 29: Supporting Clients Experiencing Addiction

Unit 30: Workplace Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety	LO1, LO2	P1, P2, P3, M1, M2, D1
THEME 4: Professional and ethical practice	LO1, LO2, LO3, LO4	P2, P4, P5, P6, M1, M2, M3, M4, D1, D2
THEME 5: Technology in practice		

Essential requirements

Case study material is essential and can be provided by the tutor or based on students' work situations. Simulation and safe practice are also essential requirements for this unit.

It is expected that the tutor will be able to demonstrate the skills of self-care. Also desirable is the ability of the tutor to showcase specific strategies to develop students' abilities in self-care.

Delivery

Tutors must be appropriately qualified and experienced in the practices of self-care to cover the principles and skills development aspects of this unit. The balance of theory and practice should be appropriate for the students to develop the underpinning skills of self-care.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Students must be given time to develop their workplace experience, knowledge and understanding before assessment of this unit.

Evidence against practice-based criteria can be collated in students' workplace portfolios. For sustainability, these could be online portfolios.

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

Unit 32: Counselling-related Research

Unit code: F/650/3609

Unit type: Optional

Unit level: 5

Credit value: 15

Introduction

In this unit students will have the opportunity to explore a research topic of interest to counselling psychology. Key perspectives that influence research design and analysis of data will be examined with the aim of identifying and formulating research questions that are arguable, ethical and relevant to the field.

Students will be required to design and carry out a research project, including obtaining data from secondary sources and presentation of the findings. Students will then critically evaluate their project and make recommendations for further study.

This unit assumes an understanding of basic terminology, concepts and techniques used in research.

Learning Outcomes

By the end of this unit students will be able to:

- LO1 Develop key research questions within the field of counselling to carry out independent research
- LO2 Design an appropriate methodology to carry out a piece of research
- LO3 Analyse data to enable own research questions to be answered
- LO4 Evaluate own research findings in light of previous work in the field.

Essential Content

LO1 **Develop key research questions within the field of counselling to carry out independent research**

The criteria for arguable research questions and hypotheses:

E.g. relevant, testable, specific, predictive.

Carrying out applied research:

The role of applied research in solving everyday problems

The characteristics of applied research, e.g. researching practical problems, the direct approach

Challenges in applied research.

Identify key research questions from independent research:

The role of critical evaluation in scientific writing, e.g. defining question and population of interest, conducting a literature review using relevant journal(s) and research databases

The literature review process, using primary and secondary sources of evidence

Revising questions in light of literature and formulating hypotheses.

Content:

Introduction, literature review, research rationale and questions.

LO2 **Design an appropriate methodology to carry out a piece of research**

Methodological approaches:

E.g. observation interviews, focus groups, questionnaires, case studies

Population and sampling

Sample size

Qualitative methods of analysis, e.g. discourse analysis, grounded theory

Data processing procedures, including data sources, data collection, location and time periods.

Data collection protocols and management:

Variables, operationalisation and measurement

Validity and reliability in data collection, e.g. research instrumentation, recording and transcription process, triangulation protocols.

Standards for scientific reporting:

Methodological sections, e.g. participants, apparatus (e.g. tests, apps, mobile phones, cameras), procedure, ethics.

Ethical considerations:

Applicable professional body requirements or guidance for research, e.g. the American Psychological Association, British Psychological Society, British Association for Counselling and Psychotherapy

Principles of consent and confidentiality, e.g. information sheets, debrief, protocol, permissions.

LO3 Analyse data to enable own research questions to be answered

Quantitative data preparation and analysis:

Quantitative research, including data interrogation and cleansing, e.g. corruptions, formatting errors, substantiation, outliers

Variable calculation from test items

Summary and descriptive statistics

Tests of normality

Inferential analysis.

Qualitative data preparation and analysis:

E.g. clearly defined emergent themes with explanations of those themes and their purpose, supporting textual analysis examples.

Organising content adhering to standards for scientific reporting:

Quantitative, e.g. tables, graphs, descriptive and inferential analysis

Qualitative, e.g. themes and dimensions.

LO4 Evaluate own research findings in light of previous work in the field

Evaluating findings

Comparing findings with previous studies

Drawing conclusions and/or proposing feasible solutions based on valid research methods, analysis and arguments

Organising content into a coherent report adhering to standards for scientific reporting.

Learning Outcomes and Assessment Criteria

Pass	Merit	Distinction
LO1 Develop key research questions within the field of counselling to carry out independent research		LO1 and LO2 D1 Interrogate literature relevant to answering a research question in counselling psychology.
P1 Review self-identified literature related to a field of counselling psychology. P2 Formulate relevant and testable research questions or hypotheses from literature review.	M1 Critically analyse relevant literature towards formulating relevant and testable hypotheses or research questions.	
LO2 Design an appropriate strategy to carry out a piece of research		
P3 Drawing on testable research questions or hypotheses, design a research strategy and methodology to carry out a piece of independent research of scientific interest to the counselling profession.	M2 Drawing on testable research questions or hypotheses, design a robust research strategy and methodology to carry out a piece of independent research of scientific interest to the counselling profession.	

Pass	Merit	Distinction
LO3 Analyse data to enable own research questions to be answered		LO3 and LO4 D2 Robustly answer a research question of interest to counselling psychology.
P4 Examine data within the context of the research questions or hypotheses posed.	M3 Analyse data within the context of the research questions or hypotheses posed.	
LO4 Evaluate own research findings in light of previous work in the field		
P5 Evaluate findings in light of previous work.	M4 Critically analyse findings in light of previous work.	

Suggested teaching, learning and assessment methods

Primary research must not be carried out with clients, service users, students or colleagues. The ethical and consensual requirements for primary research are out of the scope of this unit and Level 5 qualification.

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 32	LO1	x			Literature- or existing data-based research project and brief tutor-led verbal question and answer session
	LO2	x			
	LO3	x			
	LO4	x			

Recommended Resources

Textbooks

Bager-Charleson, S. and McBeath, A. (2020). *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative and Mixed Methods Research*. London: Palgrave Macmillan.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice*. 2nd Ed. London: SAGE Publications.

Websites

apastyle.apa.org

American Psychological Association (APA)

"Journal article reporting standards"
(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Promoting research"
(General reference)

www.bacp.co.uk

British Association for Counselling and Psychotherapy (BACP)

"Ethical guidelines for research in the counselling professions (2019)"
(Report)

www.bps.org.uk

British Psychological Society

"Code of ethics and conduct"
(General reference)

jasp-stats.org

JASP

"A fresh way to do statistics"
(General reference)

Journals

Busetto, L., Wick, W. and Gumbinger, C. (2020) 'How to use and assess qualitative research methods', *Neurological Research and Practice*, 2, article 14. Available at: <http://doi.org/10.1186/s42466-020-00059-z>.

Levitt, H.M., Bamberg, M., Creswell, J.W., Frost, D.M., Josselson, R. and Suárez-Orozco, C. (2018) 'Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board task force report', *American Psychologist*, 73(1), pp. 26–46. Available at: <http://dx.doi.org/10.1037/amp000015.1>.

Links

This unit links to the following related units:

Unit 1: Personal and Professional Development through Inclusive Practice

Unit 2: Developing Empathic Communication for Effective Therapeutic Relationships

Unit 3: Preparing for Research (Pearson-set)

Unit 4: Ethical Frameworks in Counselling

Unit 5: Self-awareness and Reflective Practice in Counselling

Unit 6: Theoretical Perspectives in Counselling

Unit 7: Individual Differences

Unit 8: Digital Approaches in Caring Professions

Unit 9: Counselling Skills Development and Practice

Unit 10: Working with Diverse Clients in Therapeutic Counselling

Unit 11: Risk and Assessment (Pearson-set)

Unit 25: Research Methods in Counselling

This unit maps to the five qualification themes as below:

	Learning requirements (unit content)	Assessment requirements (assessment criteria)
THEME 1: Equity, diversity and inclusion		
THEME 2: Effective communication		
THEME 3: Protection and Health and Safety		
THEME 4: Professional and ethical practice	LO2, LO3, LO4,	P5, M2, M4, D2
THEME 5: Technology in practice		

Essential requirements

Tutors should have experience of research in social sciences and preferably in counselling research.

Students must have access to academic literature on counselling and psychotherapy and to relevant professional journals.

Students will also need access to the internet, statistical data and statistical software (for example, open-source JASP).

Delivery

A review of research terminology and basic methodological techniques is recommended to introduce the unit. Tutor input will be required for students to understand philosophical perspectives underpinning counselling research. It would be helpful to discuss and analyse different research reports, input for research-active professionals, ethical codes of conduct and procedures for gaining local ethics committee consent. Tutorials will be necessary to support learners, and support from placement supervisors/managers will be essential for research carried out on placements.

Students must have a commitment to demonstrating equal opportunities, non-discriminatory practice and cross-cultural counselling.

When in-person approaches to theoretical and experiential teaching, learning and assessment are not used, tutors must have knowledge and experience in working with students and clients online and over the telephone and be competent in delivering experiential learning online. External tutors or subject experts may be used.

Tutors should ensure that when synchronous online learning is used, students are aware of the 'netiquette' relevant to the session teaching and learning methods used. Tutors should ensure students have an excellent understanding of social networking and social media responsibilities and associated risks.

Online and telephone therapy knowledge and skills should be taught and assessed along with in-person theoretical and experiential knowledge and skills. A range of different technologies and facilitation skills should be used and demonstrated by students. The differences and impact of remote therapy on client-therapist relationships must be considered. Tutors may wish to refer to the BACP online and phone therapy curriculum for additional guidance: www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/.

Centres should ensure that they are able to provide access to resources that enable students to fully participate in both in-person and online teaching and learning sessions. Due to the nature of the qualification's theoretical and experiential placement requirements, resources may include a student workspace that is private and bookable.

Centres must ensure that they and their placement partners can effectively assess the suitability of clients to work with students both in person and through online and telephone methods.

Assessment

Evidence for assessment will be in the form of a written report and analysis. Supporting artefacts should be included in assessed work (for example, consent documents, questionnaires, interaction schedules, transcripts and presentation tools, e.g. PowerPoint slides).

Employer engagement and vocational contexts

A letter to employers that briefly outlines the Learning Outcomes of this unit may be helpful to support students' workplace learning needs. An exemplar letter is provided on HN Global in the student resources section for this qualification.

12 Appendices

Appendix 1: Examples of work placements/ experience

Examples of work placements/experience include:

- Family centres that offer one-to-one counselling
- Hospices
- GP surgeries
- Mental health care providers
- Mental health charities.

NOTE: This is not a definitive list. Students should discuss suitable placements/workplaces with their tutors. Students who are employed may need to attend placements in other areas to ensure that all Learning Outcomes are met and to avoid conflicts of interest between being an employee and a student.

Centres must ensure that students will have access to professional supervision and will be supervised according to their placement supervision policy.

Appendix 2: Mapping of HND in Counselling and Applied Psychology outcomes against FHEQ Level 5 qualification descriptors

Key

Key for outcome classifications	
KU	Knowledge and understanding
CS	Cognitive skills
AS	Applied skills (referred to as practical skills by QAA)
TS	Transferable skills

Programme outcomes

Programme outcomes for the HND in Counselling and Applied Psychology are based on the threshold level Benchmark Standard in the QAA Subject Benchmark Statement for Counselling and Psychotherapy¹⁶. The Standards are written for FHEQ Level 6. The HND programme outcomes have been formulated at level 5 and have been adapted for international delivery and qualification terminology.

Knowledge and understanding (KU)

- KU1 Understand how theoretical assumptions influence different approaches to research and practice in counselling.
- KU2 Be aware of the various impacts and implications of government, regulator, professional body and employer policies and recommendations.
- KU3 Begin to research the wider context of mental health service provision and client wellbeing.
- KU4 Recognise the ways in which power may be expressed in relationships and reflect on how power dynamics operate and impact therapeutic outcomes.
- KU5 Evaluate the role that mental health and counselling services play in society, and consider how social, political, and economic forces impact on contemporary counselling practice.
- KU6 Recognise their own self-care needs and develop appropriate self-support and self-care strategies.

¹⁶ Quality Assurance Agency (2022) *Subject Benchmark Statement: Counselling and Psychotherapy* [benchmark statement], Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/counselling-and-psychotherapy>.

- KU7 Recognise when it is appropriate to make referrals onward, seeking advice when necessary.
- KU8 Recognise and understand the complexities of working therapeutically with boundaries and ensure that boundaries are maintained in an appropriately responsive manner while also ensuring safety and appropriate ethical practice.
- KU9 Understand the concept of the therapeutic relationship from the perspective of a variety of theoretical approaches relevant to own context.

Cognitive skills (CS)

- CS1 Reflect on the role, practice, contribution and challenges facing counselling in contemporary society
- CS2 Consider, challenge and reflect on own values, beliefs, attitudes and behaviours and upon how these impact on own and others' therapeutic work.
- CS3 Recognise own professional responsibilities towards the client, employers, trainers, the counselling professions and to society at large.
- CS4 Embrace diversity and difference in relation to the rights and responsibilities of all clients regardless of their personal characteristics or aspects of identity, including, but not limited to, those protected in law.
- CS5 Appreciate a range of theoretical approaches to practice with a view to building and maintaining collaborative, respectful and constructive relationships with colleagues and useful working alliances with clients.
- CS6 Consciously be aware of own bias and alert to the workings of unconscious bias in relation to social context, gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs.
- CS7 Engage with the role of professional supervision as an essential aspect of practice to support the therapeutic work and development of the professional practice.
- CS8 Work competently, therapeutically and non-defensively with challenging situations, taking own limitations into account in the repair of empathic failures and relational ruptures.

Applied skills/practical skills (AS)

- AS1 Contribute to service development and improvement at an organisational level.
- AS2 Appraise and evaluate published research on counselling and psychotherapy and apply evidence-based research and body of knowledge consistently in their practice.

- AS3 Use opportunities for reflective practice, for example professional supervision, to recognise and demonstrate awareness of own conscious bias and to monitor practice for evidence of unconscious bias, so that anti-discriminatory practice within the therapeutic relationship is achieved.
- AS4 Deliver counselling services with due regard to the safety of client and self, and the appropriateness of the practice setting.
- AS5 Manage and appropriately respond to the practical, ethical and legal demands of online therapeutic provision and forms of technologically mediated communication in relation to own context.
- AS6 Understand the need for professional arrangements in the event of own planned, sudden or unplanned break or ending and communicate the arrangements to the client or patient.
- AS7 Determine whether each individual client has competence and capacity to engage with and make use of the therapeutic approach offered, including in the context in which therapy is to be delivered.
- AS8 Provide a clear explanation of the stated therapeutic approach, including the rationale for each participant's contribution.
- AS9 Work within one's own competencies and scope of practice in relation to working with specific client groups, approaches, techniques, methods, and modes of delivery (including remote, technically mediated, and in-person therapies).
- AS10 Practise in a way that is transparent, inclusive and non-discriminatory, including in advertising and marketing services, in line with professional body guidance and working within relevant legal frameworks.

Transferable skills (TS)

- TS1 Manage records appropriately, including keeping accurate records of relevant information (electronically or on paper); storing records securely; timely and purposeful sharing of information and securely destroying records.
- TS2 Work within ethical and legal constraints related to confidentiality and data protection related to own context.
- TS3 Establish and maintain appropriate professional and personal boundaries in online relationships, personal and professional social media presence, and public online communication.
- TS4 Adopt an enquiring, critical awareness and future oriented approach to professional challenges, along with awareness of social and therapeutic responsibility.
- TS5 Perform assigned tasks as part of a team, participating in team discussions.

- TS6 Bring together information and materials from different sources, recognising strengths and weaknesses in the arguments of others.
- TS7 Present knowledge in a way that is comprehensible to others different ways, including orally and in writing.
- TS8 Demonstrate an ability to comprehend when presented with new ideas or information.
- TS9 Understand the importance of health and safety, and of equality, diversity and inclusiveness in the work environment.

Mapping

Based on outcome classification descriptors for higher education qualifications at level 5 on FHEQ¹⁷.

The HND qualification will be awarded to students who have demonstrated:

FHEQ level 5 descriptor ¹⁸	HND in Counselling and Applied Psychology programme outcomes ¹⁹
Knowledge and critical understanding of the well established principles of their area(s) of study, and of the way in which those principles have developed	KU2 Be aware of the various impacts and implications of government, regulator, professional body and employer policies and recommendations.
	KU4 Recognise the ways in which power may be expressed in relationships and reflect on how power dynamics operate and impact therapeutic outcomes.
	CS4 Embrace diversity and difference in relation to the rights and responsibilities of all clients regardless of their personal characteristics or aspects of identity, including, but not limited to, those protected in law.
	CS6 Consciously be aware of own bias and alert to the workings of unconscious bias in relation to social context, gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs.

¹⁷ Quality Assurance Agency (2019) *Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees* [framework], Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

¹⁸ Quality Assurance Agency (2014) *UK Quality Code for Higher Education: Part A: Setting and Maintaining Academic Standards* [framework], Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

¹⁹ Based on QAA Subject Benchmark Statement for Counselling and Psychotherapy
Quality Assurance Agency (2022) *Subject Benchmark Statement: Counselling and Psychotherapy* [benchmark statement], Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/counselling-and-psychotherapy>.

Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context	KU1 Understand how theoretical assumptions influence different approaches to research and practice in counselling.
	KU5 Evaluate the role that mental health and counselling services play in society, and consider how social, political, and economic forces impact on contemporary counselling practice.
	KU9 Understand the concept of the therapeutic relationship from the perspective of a variety of theoretical approaches relevant to own context.
	CS2 Consider, challenge and reflect on own values, beliefs, attitudes and behaviours and upon how these impact on own and others' therapeutic work.
	AS7 Determine whether each individual client has competence and capacity to engage with and make use of the therapeutic approach offered, including in the context in which therapy is to be delivered.
	TS4 Adopt an enquiring, critical awareness and future oriented approach to professional challenges, along with awareness of social and therapeutic responsibility.
Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.	KU3 Begin to research the wider context of mental health service provision and client wellbeing.
	CS1 Reflect on the role, practice, contribution and challenges facing counselling in contemporary society
	CS5 Appreciate a range of theoretical approaches to practice with a view to building and maintaining collaborative, respectful and constructive relationships with colleagues and useful working alliances with clients.
	AS2 Appraise and evaluate published research on counselling and psychotherapy and apply evidence-based research and body of knowledge consistently in their practice.

An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge.	KU6 Recognise their own self-care needs and develop appropriate self-support and self-care strategies.
	KU7 Recognise when it is appropriate to make referrals onward, seeking advice when necessary.
	KU8 Recognise and understand the complexities of working therapeutically with boundaries and ensure that boundaries are maintained in an appropriately responsive manner while also ensuring safety and appropriate ethical practice.
	CS3 Recognise own professional responsibilities towards the client, employers, trainers, the counselling professions and to society at large.
	CS7 Engage with the role of professional supervision as an essential aspect of practice to support the therapeutic work and development of the professional practice.
	AS9 Work within one's own competencies and scope of practice in relation to working with specific client groups, approaches, techniques, methods, and modes of delivery (including remote, technically mediated, and in-person therapies).

Typically, holders of the qualification will be able to:

FHEQ level 5 descriptor	Programme outcome
Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	AS1 Contribute to service development and improvement at an organisational level.
	TS6 Bring together information and materials from different sources, recognising strengths and weaknesses in the arguments of others.

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.	CS8 Work competently, therapeutically and non-defensively with challenging situations, taking own limitations into account in the repair of empathic failures and relational ruptures.
	AS4 Deliver counselling services with due regard to the safety of client and self, and the appropriateness of the practice setting.
	AS8 Provide a clear explanation of the stated therapeutic approach, including the rationale for each participant's contribution.
	TS7 Present knowledge in a way that is comprehensible to others different ways, including orally and in writing.
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations	TS8 Demonstrate an ability to comprehend when presented with new ideas or information.

Holders will also have:

FHEQ level 5 descriptor	Programme outcome
The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.	AS3 Use opportunities for reflective practice, for example professional supervision, to recognise and demonstrate awareness of own conscious bias and to monitor practice for evidence of unconscious bias, so that anti-discriminatory practice within the therapeutic relationship is achieved.
	AS5 Manage and appropriately respond to the practical, ethical and legal demands of online therapeutic provision and forms of technologically mediated communication in relation to own context.
	AS6 Understand the need for professional arrangements in the event of own planned, sudden or unplanned break or ending and communicate the arrangements to the client or patient.
	AS10 Practise in a way that is transparent, inclusive and non-discriminatory, including in advertising and marketing services, in line with professional body guidance and working within relevant legal frameworks.

	TS1 Manage records appropriately, including keeping accurate records of relevant information (electronically or on paper); storing records securely; timely and purposeful sharing of information and securely destroying records.
	TS2 Work within ethical and legal constraints related to confidentiality and data protection related to own context.
	TS3 Establish and maintain appropriate professional and personal boundaries in online relationships, personal and professional social media presence, and public online communication.
	TS5 Perform assigned tasks as part of a team, participating in team discussions.
	TS9 Understand the importance of health and safety, and of equality, diversity and inclusiveness in the work environment.

Appendix 3: Mapping of HNC/HND Counselling and Applied Psychology programme outcomes to FHEQ level 5 descriptor headings

Mapping for mandatory core and specialist units. Titles based on outcome classification descriptions for FHEQ main degree classifications²⁰. Numbers reference programme outcomes.

Level 4 HNC Counselling and Applied Psychology

Unit	Knowledge and understanding (KU from Appendix 2)									Cognitive skills (CS from Appendix 2)								Applied skills (AS from Appendix 2, also known as practical skills)										Transferable skills (TS from Appendix 2)								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9
1								x			x		x		x	x	x			x	x				x	x	x			x		x				x
2	x		x			x		x	x	x		x		x			x			x	x	x								x		x				
3	x		x											x					x													x		x	x	x
4	x	x						x						x								x							x					x		
5						x					x	x	x		x	x				x							x					x				x
6	x		x	x					x	x		x		x								x												x		
7	x		x								x			x					x													x		x		
8		x			x					x								x			x	x	x	x	x	x		x	x	x				x	x	x

²⁰ Quality Assurance Agency (2019) *Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees* [framework], Gloucester: Quality Assurance Agency. Available at: <https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>.

Level 5 HND Counselling and Applied Psychology

Unit	Knowledge and understanding (KU from Appendix 2)									Cognitive skills (CS from Appendix 2)								Applied skills (AS from Appendix 2, also known as practical skills)										Transferable skills (TS from Appendix 2)								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9
9	x	x							x			x		x		x		x		x		x	x			x					x					x
10				x	x			x		x	x	x	x	x	x		x	x		x							x			x						x
11			x			x	x	x								x	x	x		x	x		x	x		x		x	x			x	x			x
12 ²¹	x		x									x		x	x				x		x				x	x							x		x	x
14 ²²	x		x									x		x	x				x		x				x	x							x	x	x	x
15 ²³	x		x									x		x	x				x		x				x	x							x		x	x
17 ²⁴	x		x									x		x	x				x		x				x	x							x		x	x

²¹ Mandatory specialist unit for Psychodynamic pathway

²² Mandatory specialist unit for Humanistic pathway

²³ Mandatory specialist unit for Cognitive Behavioural pathway

²⁴ Mandatory specialist unit for Integrative pathway

Appendix 4: Mapping of HNC/HND Counselling and Applied Psychology core units to transferable skills

Mapping for mandatory core and specialist units.

Transferable skills based on the three domains of competence, and clusters of 21st century competencies published by the Committee on Defining Deeper Learning and 21st Century Skills²⁵, and adapted by Pearson Edexcel²⁶.

Level 4 HNC Counselling and Applied Psychology

Skill Set	Cognitive skills							Intrapersonal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan/ Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
1		X		X				X	X	X	X	X		X	X
2	X	X		X	X		X	X	X	X	X		X		X
3	X	X	X	X		X		X	X	X			X	X	X
4			X	X	X			X	X	X			X	X	X
5		X						X	X	X	X	X		X	X

²⁵ Committee on Defining Deeper Learning and 21st Century Skills (2012) *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, D.C.: National Research Council of the National Academies.

²⁶ Pearson Edexcel (2018) Transferable skills: A guide for schools [report], London: Pearson Edexcel. Available at: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/the-9-1-grading-scale-explained/transferable-skills.html> (Accessed: 13th December 2022).

Skill Set	Cognitive skills							Intrapersonal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan/ Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
6	X	X			X			X	X	X					
7								X	X	X		X		X	X
8	X	X			X			X	X	X				X	X

Level 5 HND in Counselling and Applied Psychology

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan/ Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
9				X			X	X	X	X	X	X			X
10	X			X				X	X	X	X			X	X
11		X	X	X	X			X	X	X	X	X	X	X	X
12 ²⁷		X						X	X	X				X	X
14 ²⁸		X						X	X	X	X			X	

²⁷ Mandatory specialist unit for Psychodynamic pathway

²⁸ Mandatory specialist unit for Humanistic pathway

Skill Set	Cognitive skills							Intra-personal skills				Interpersonal skills			
Unit	Problem Solving	Critical Thinking/ Analysis	Decision Making	Effective Communication	Digital Literacy	Numeracy	Creativity	Plan/ Prioritise	Self-management	Independent Learning	Self-reflection	Team work	Leadership	Cultural Awareness	Interpersonal Skills
15 ²⁹		X						X	X	X				X	
17 ³⁰		X		X				X	X	X	X			X	

²⁹ Mandatory specialist unit for Cognitive Behavioural pathway

³⁰ Mandatory specialist unit for Integrative pathway

Appendix 5: Unit Learning Outcomes with suggested assessment methods

The table indicates the Learning Outcomes that can be assessed using theory, simulated practice and real-world experiential practice. The assessment methods listed are examples only. Education providers may choose to use alternative assessment methods.

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 1	LO1	x		x	Reflection on own inclusive practice, including action plan for further development
	LO2	x		x	
	LO3	x		x	
	LO4	x			
Unit 2	LO1	x	x	x	Mini literature review
	LO2	x	x	x	Reflective account of own practice
	LO3	x	x	x	
	LO4	x		x	
Unit 3	LO1	x	x	x	Evidence-based report
	LO2	x	x	x	
	LO3	x			
	LO4	x			Scientific communication suitable for clients with a disability or special educational needs, and brief rationale for the communication style chosen
Unit 4	LO1	x			Policy document analysis
	LO2	x			
	LO3	x		x	Presentation to peers discussing own and best practice with clients
	LO4	x		x	
Unit 5	LO1	x			Short teaching session on reflective practice
	LO2	x			
	LO3	x			Self-development action plan with rationale for inclusion of actions
	LO4	x			
Unit 6	LO1	x			Conference poster with questioning
	LO2	x			
	LO3	x			Conference presentation with questioning
	LO4	x			

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 7	LO1	x			Evidence-based essay and brief presentation on one element of the essay
	LO2	x			
	LO3	x			
	LO4	x			
Unit 8	LO1	x		x	Evidence-based proposal or business plan and brief in-person presentation to peer group
	LO2	x		x	
	LO3	x	x	x	
	LO4	x	x	x	
Unit 9	LO1	x			Examples of client assessments/risk assessments, with evidence-based justification for actions proposed and related reflective practice logs
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x		x	Examples of CPD that meet a relevant professional body's requirements
Unit 10	LO1	x		x	Evidence-based reflective account of own practice, including action plan for own development
	LO2	x		x	
	LO3	x		x	
	LO4	x		x	Lead short discussion with peer group
Unit 11	LO1	x		x	Professional discussion stations accompanied by evidence-based reflective practice logs (submitted prior to discussions)
	LO2	x		x	
	LO3	x		x	
	LO4	x		x	
Unit 12	LO1	x		x	Videos of two simulated counselling interactions using psychodynamic theory and accompanying evidence-based critical analysis of psychodynamic theory and techniques
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x			
Unit 13	LO1	x	x	x	Short leaflet or handout suitable for clients explaining person-centred counselling, accompanied by evidence-based example of CPD that meets a relevant professional body's requirements
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x	x	x	

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 14	LO1	x			Conference-style presentation with questions from peer delegates
	LO2	x	x	x	Simulated Gestalt approach counselling session with client actor, followed by short question and answer debrief by tutor
	LO3	x			As LO1
	LO4	x			
Unit 15	LO1	x	x	x	Evidence-based reflective practice logs, accompanied by portfolio of simulated video evidence
	LO2		x	x	
	LO3	x	x	x	
	LO4	x	x	x	
Unit 16	LO1	x			Learner-facilitated group seminars and short opinion/persuasive essay
	LO2	x			
	LO3	x			
	LO4	x	x	x	
Unit 17	LO1	x			Mini systematic literature review
	LO2	x			
	LO3	x		x	Reflective professional journal entries with action plans related to own practice
	LO4	x		x	
Unit 18	LO1	x	x	x	Evidence-based client case study including counselling contract and critique of own practice sections
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x	x	x	Peer group discussion based on tutor-supplied questions/prompts
Unit 19	LO1	x			Evidence-based case study and treatment plan based on own practice, and presented at peer conference
	LO2	x	x	x	
	LO3	x		x	
	LO4	x		x	Short reflective account using student's own choice of reflection method/model/tool/practice
Unit 20	LO1	x		x	Evidence-based treatment plan evaluation
	LO2	x		x	
	LO3	x	x	x	Case study with self-reflection section
	LO4	x		x	

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 21	LO1	x	x	x	Evidence-based case study with timeline
	LO2	x	x	x	
	LO3	x	x	x	Learner-facilitated peer group workshop, with post-workshop action plan submission
	LO4	x	x	x	
Unit 22	LO1	x		x	Journal article critique
	LO2	x		x	
	LO3	x	x	x	Proposal or business case for a new service to enable survivors of trauma to access therapy
	LO4	x	x	x	
Unit 23	LO1	x			Systematic literature review and in-person case study presentation of own practice
	LO2	x			
	LO3	x		x	
	LO4	x		x	
Unit 24	LO1	x		x	Evidence-based policy document analysis and short peer group seminar or discussion drawing on examples from own practice
	LO2	x		x	
	LO3	x			
	LO4	x			
Unit 25	LO1	x			Research proposal and presentation of proposal to peer group for comments/questions
	LO2	x			
	LO3	x			
	LO4	x			
Unit 26	LO1	x			Evidence-based case study with short self-reflective section, presented at student-chaired case conference
	LO2	x			
	LO3	x	x	x	
	LO4	x	x	x	
Unit 27	LO1	x			Portfolio of video vignettes of simulated transactional analysis counselling sessions, accompanied by short evidence-based critique of own transactional analysis counselling practice supported by reflective practice logs
	LO2	x	x	x	
	LO3	x	x	x	
	LO4	x			
Unit 28	LO1	x			Professional discussion accompanied by portfolio of evidence, including reflective practice logs
	LO2	x			
	LO3	x	x	x	
	LO4	x	x	x	

Unit	Learning Outcome	Theoretical	Simulated	Experiential	Suggested assessment
Unit 29	LO1	x	x	x	Short handout suitable for peers
	LO2	x	x	x	Counselling session plan and video of simulated counselling session using the plan, supported by reflective practice logs
	LO3	x	x	x	
	LO4	x	x	x	
Unit 30	LO1	x			Vlog (video log) accompanied by referenced leaflet, both suitable for clients, and reflective practice logs
	LO2	x			
	LO3	x	x	x	
	LO4	x	x	x	
Unit 31	LO1	x	x	x	Evidence-based essay
	LO2	x	x	x	Mini-portfolio of evidence, including reflective practice logs
	LO3	x	x	x	
	LO4	x	x	x	
Unit 32	LO1	x			Literature- or existing data-based research project and brief tutor-led verbal question and answer session
	LO2				
	LO3	x			
	LO4				

Appendix 6: Checklist for qualification-specific Centre requirements

Prospective Centres may find this checklist helpful when completing their application to deliver this qualification. This is not an exhaustive list.

Centres and tutors – see *Section 5.1.1*

Tutors are members of at least one relevant professional body	
Tutors can map their knowledge, skills and practice to at least 'column A therapist' in the SCoPEd framework	
Tutors and placement supervisors are familiar with, and agree to work within, the current BACP <i>Ethical Framework for the Counselling Professions</i> and <i>Online and phone therapy (OPT) competence framework</i> or, if outside the UK, other appropriate professional frameworks	
A tracking system is in place to record placement hours	
There is a method of reporting placement hours to Assessment Boards	
A tracking system is in place to ensure that the BACP ratio of face-to-face classroom tuition to live synchronous online training is not exceeded	
A named tutor/individual is in place to act as placement coordinator	
An agreement is in place with placement providers	
Supervision policy is in place for students and practice supervisors	
Appropriate professional supervisors are in place where students' practice crosses regional/national/international boundaries	
Appropriate insurance is in place for students while they are on placement	
Risk assessments must be in place in all placements to ensure that students' safety and wellbeing is maintained	
Appropriate professional supervision mechanisms are in place	
Students will be able to access relevant learning resources while on placement (journal articles, periodicals, professional body guidance, etc.)	

A method is in place for students to record their placement learning, development and reflection evidence for example, a learning and development portfolio	
Centres must have suitable and robust methods in place for ensuring that students are ready to interact with real clients	

Student selection – see *Section 5.2.1*

An appropriate selection process is in place	
Selection process includes a written component, e.g. application form, interview task.	

Centre and placement resources – see *Section 5.1.3* and individual units

Students will have access to resources that enable them to fully participate in both in-person and online teaching and learning sessions	
Students will have access to workspace that is private and bookable	

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