Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

Pearson BTEC Professional qualifications

Specification

First teaching September 2011

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website:

http://pearsonwbl.edexcel.com/pages/HomePage.aspx

Relationship with previous specifications and qualifications

This specification is issue 2 and is a direct replacement for specification BA029078 Edexcel BTEC Level 5 Diploma in Therapeutic Counselling (QCF).

This issue 2 specification has been released to show that the assessment guidance for Unit 10: Client Work in Therapeutic Counselling has changed on recommendation from the British Association for Counselling & Psychotherapy (BACP). The requirement for BACP-accredited courses to have minimum 150 hours of placement was reduced to **100 hours** minimum in July 2012.

The requirement was reduced in response to feedback from centres running accredited courses and from prospective applicants to courses. For further details of all 2012 changes please visit the website at:

http://www.bacp.co.uk/accreditation/ACCREDITATION%20(FOR%20TRAINING%20 COURSES)/index.php

The new unit code for Unit 10: Client Work in Therapeutic Counselling is R/504/8539. Other unit details are unchanged.

Changes in the specification are clearly indicated with sidebars at all relevant points.

BTEC Professional qualification titles covered by this specification

Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title above features in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)   600/2293/0

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

This qualification is accredited by Ofqual as being Stand Alone.

Welcome to the Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

We are delighted to introduce our new qualification, which is now available for teaching. This qualification has been revised and conforms to the requirements of the new QCF (Qualifications and Credit Framework).

Focusing on the Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

The Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF) provides a work-related programme of study that covers the key knowledge, understanding and practical skills required in counselling.

Learners select one specialist unit which provides the theoretical basis of their study. Specialist units cover the main theoretical approaches to counselling; these are listed in the rules of combination section on page 4. Learners choose one specialist unit which will underpin all further units in the programme. After completing the specialist unit learners must then complete the mandatory units that cover the knowledge and skills that define the work of all counsellors. The qualification then offers learners a particular emphasis through the choice of optional units.

The qualification offers an engaging programme for higher education and adult learners who are clear about the area of employment they want to enter or wish to progress to within existing employment. The qualification is also suitable for those wishing to change career or move into employment in counselling following a career break. **Access to suitable counselling work situations is fundamental to successful completion of this qualification, either through permanent full- or part-time employment or through a collaborative work placement.**

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs – **in this case the Skills for Health SSC**. Many industry and professional bodies offer successful BTEC students exemptions for their own accredited qualifications. For information please contact:

Skills for Health
2nd Floor
Goldsmiths House
Broad Plain
Bristol
BS2 0JP

Telephone: 0117 922 1155
Email: office@skillsforhealth.org.uk
Website: www.skillsforhealth.org.uk

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are BTEC Level 5 Professional qualifications?

BTEC Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

● Award (1 to 12 credits)

● Certificate (13 to 36 credits)

● Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

● one credit for those learning outcomes achievable in 10 hours of learning

● learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Pearson BTEC Level 5 Diploma

The Pearson BTEC Level 5 Diploma extends the work-related focus from the Pearson BTEC Level 5 Certificate. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

Key features of the Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

The Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF) has been developed to give learners the opportunity to:

● engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

● achieve a nationally recognised level 5 vocationally-related qualification

● progress to employment in a particular vocational sector

● progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 5 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 5 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

Rules of combination for the Pearson BTEC Level 5 qualifications

When combining units for a Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

1   Qualification credit value: a minimum of 120 credits.

2   All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)

The Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF) is a 120-credit and 480-guided-learning-hour (GLH) qualification that consists of one specialist unit, five mandatory units **plus** two optional units that provide for a combined total of 120 credits.

Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF)			
Unit	**Specialist units – choose one unit**	**Credit**	**Level**
1	Psychodynamic Approaches to Counselling	15	5
2	Person-centred Approaches to Counselling	15	5
3	Gestalt Approaches to Counselling	15	5
4	Cognitive Behavioural Approaches to Counselling	15	5
5	Transactional Analysis in Counselling	15	5
Unit	**Mandatory units – select all units**		
6	Counselling Skills, Development and Practice	15	5
7	Comparative Theories and Approaches in Counselling	15	5
8	Continuing Personal Development in Counselling	15	5
9	Human Development in Relation to Counselling	15	5
10	Client Work in Therapeutic Counselling*	15	5
Unit	**Optional units – choose two units**		
11	Counselling for Loss and Grief	15	5
12	Counselling Clients Who Have Experienced Abuse	15	5
13	Counselling Young People	15	5
14	Relationship Counselling	15	5
15	Counselling Related Research	15	5

* This unit also includes a period of 100 hours' client work experience

Assessment

All units within this qualification are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

● meet the standard determined by the assessment criteria and

● achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

● current, i.e. to reflect the most recent developments and issues

● local, i.e. to reflect the employment context of the delivering centre

● flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson BTEC Level 5 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

● one credit for those learning outcomes achievable in 10 hours of learning time

● learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria

● the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Levels 4-7 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Pearson BTEC Levels 4-7 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

● centre approval for those centres not already recognised as a centre for BTEC qualifications

● approval for the Pearson BTEC Levels 4-7 qualifications and units.

For all centres delivering Pearson BTEC qualifications at Levels 4-7, Pearson allocates a Standards Verifier (EE) for each sector offered; who will conduct an annual visit to quality assure the programmes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Levels 4-7 qualifications are available on our website (www.Pearson.com) under Signposts to Quality (www.Pearson.com/quals/BTEC/quality/Pages/default.aspx).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 5 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 5 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

● they should be available to everyone who is capable of reaching the required standards

● they should be free from any barriers that restrict access and progression

● there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 5 Diploma in Therapeutic Counselling (QCF) is accredited on the QCF for learners aged 18 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for Pearson BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (www.Pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Pearson BTEC Level 5 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'e.g.' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Psychodynamic Approaches to Counselling

Unit code:	Y/503/3220
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore psychodynamic approaches to the counselling process.

Unit introduction

This unit develops learners' knowledge of psychodynamic theory. It focuses on the work of theorists who have developed and expanded Freud's pioneering work and relates this to more recent developments such as object relations. In this unit learners are encouraged to apply the core model to a practice interaction and it is envisaged that at this stage of the qualification this will be a role play.

Learners are introduced to the methods and techniques used in some therapies with a psychodynamic underpinning and invited to evaluate the consequences of the application of theory to the counselling process.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the psychodynamic approach to counselling	1.1 explain the main principles that underpin psychodynamic theory in relation to counselling
	1.2 analyse theoretical developments in psychodynamic theory in relation to counselling
2 Be able to apply principles of the psychodynamic approach to counselling interactions	2.1 apply the principles of the psychodynamic approach to counselling interaction
	2.2 evaluate the influence of psychodynamic theory on the counselling interaction
3 Understand the application of the psychodynamic counselling approach to self	3.1 assess how psychodynamic theory impact on own counselling interactions
	3.2 evaluate the use of the person-centred approach in own personal development
4 Understand the application of the psychodynamic theory to the counselling process	4.1 analyse the implications of psychodynamic theory for counselling practice
	4.1 analyse the strengths and weaknesses of person-centred theory in counselling practice

Unit content

1 **Understand the psychodynamic approach to counselling**

Core theories and theorists: Freud (Jung, Adler): psycho-sexual stages; Oedipus complex; defence mechanisms; Melanie Klein: image of the person; 'pre-Oedipal layers' of personality development; introjections, projection, projective identification; splitting; envy and greed; internalising

Theoretical developments: John Bowlby: separation and loss; attachment; Donald Winnicott: the 'nursing triad'; object relations; from dependence to independence; true/false self; Alice Miller: grief; mourning of early, unmet needs

2 **Be able to apply principles of the psychodynamic approach to counselling interactions**

Interaction: types of, e.g. role play; experiential exercise; simulation

Influences: balance of power; outcomes, setting of interactions; establishment of therapeutic relationship; boundaries; contract setting; endings

Interventions: interpretation, linking present with past (Malan's triangle of insight); considering unconscious factors and communication; addressing transference issues

3 **Understand the application of the psychodynamic counselling approach to self**

Impact on self-development: recognising prejudices and values; feelings; model of person; behaviour patterns; learning from experience; developing self-awareness

Impacts on counselling: impact of level of self-awareness; skills; use of feedback; constructive criticism; input of supervisor; recognising current limitations; personal growth

4 **Understand the application of psychodynamic theory to the counselling process**

Implications for practice: skills; techniques; strategies; type of therapeutic relationship; key concepts (e.g. transference, counter-transference, projection, projective identification); supervision

Strengths and weaknesses: applicability to different client group/s and presenting issues; process and outcomes for clients; development of practitioner

Essential guidance for tutors

Delivery

Learners should be offered information on as wide a range of Freudian and post-Freudian thinking as possible.

The tutor will need expertise in psychodynamic theory, including the underpinning theoretical base and more recent developments.

Learners must be encouraged to have a commitment to and demonstrate equal opportunities, non-discriminatory practice and cross-cultural counselling; this is particularly important in relation to the Eurocentric nature of psychodynamic theory.

Assessment

It is envisaged that at this stage of the course learners will not be ready to engage with clients in a real setting so this unit should be assessed using role play or simulation. Evidence of outcomes, showing theoretical understanding and clear reflection, can be in the form of practice interactions, small-group work, exercises/discussion, journals/case notes, practice logbooks and supervisor reports.

A learning journal may be used to explore the principles, with video, audio and case study analyses used to apply this understanding to practice. Some transcription and detailed comment on practice sessions should be included.

At a later stage, learners will use placement work. Clear guidelines should be given to clients at the start of any counselling work and permission obtained for the use of any material for assessment purposes.

Indicative resource materials

Textbooks

Balint M – *The Basic Fault: Therapeutic Aspects of Regression* (Northwestern University Press, 1992) ISBN 9780810110250

Bennett E A and Storr A – *What Jung Really Said* (Abacus, 2001) ISBN 9780349111674

Bowlby J – *Separation: Anger and Anxiety (Attachment and Loss)* (Pimlico, 1998) ISBN 9780712666213

Bowlby J – *A Secure Base* (Routledge, 2005) ISBN 9780415355278

Casement P – *On Learning from the Patient* (Routledge, 2005) ISBN 9780415025539

Dinkmeyer D C – *Adlerian Counselling and Psychotherapy* (Charles Merrill, 1987) ISBN 9780675206143

Evans D – *An Introductory Dictionary of Lacanian Psychoanalysis* (Routledge, 1996) ISBN 9780415135238

Fairbairn W R D – *Psychoanalytic Studies of the Personality* (Routledge, 1994) ISBN 9780415107372

Gomez L – *An Introduction to Object Relations* (Free Associated Books, 1997) ISBN 9781853433474

Hall C S and Nordby V J – *A Primer of Jungian Psychology* (New American Library, 1999) ISBN 9780452011861

Holmes J – *The Search for the Secure Base: Attachment Theory and Psycotherapy* (Routledge, 2001) ISBN 9781583911525

Jacobs M – *Psychodynamic Counselling in Action, 4th edition* (Sage Publications, 2010) ISBN 9781849208031

Jacobs M – *The Presenting Past: The Core of Psychodynamic Counselling and Therapy* (O U Press, 2005) ISBN 9780335217663

Klein M – *Love, Guilt and Reparation and Other Works 1921-1945 Vol 1* (The Free Press, 1984) ISBN 9780029184202

Klein M – *Envy and Gratitude and Other Works 1946-1963 Vol 3* (The Free Press, 1984) ISBN 9780029184400

Samuels A, Shorter B and Plaut F – *A Critical Dictionary of Jungian Analysis* (Routledge, 1986) ISBN 9780710209153

Storr A – *Jung (Fontana Modern Masters)* (Fontana Press, 1995) ISBN 9780006860310

Winnicott D – *The Maturational Processess and the Facilitating Environment* (Karnac Books, 1996) ISBN 9780946439843

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 2: Person-centred Approaches to Counselling

Unit code:	D/503/3221
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore person-centred approaches to counselling.

Unit introduction

This unit develops learners' awareness of the principles and practice of person-centred therapy with particular reference to the work of Rogers and later proponents of the person-centred approach to counselling, such as Bozarth, Thorne, Mearns and Cooper. This unit requires learners to use the principles of person-centred counselling in practice, to apply these theories to themselves and to review the impact on themselves and the counselling process.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the person-centred approach to counselling	1.1 explain the main principles that underpin person-centred theory in relation to counselling
	1.2 analyse theoretical developments in the person-centred approach to counselling
2 Be able to apply principles of the person-centred approach to counselling practice	2.1 apply the principles of the person-centred approach to a counselling interaction
	2.2 evaluate the influence of the person-centred approach on the counselling interaction

Learning outcomes	Assessment criteria
3 Understand the application of the person-centred approach to self	3.1 assess how person-centred theory impacts on own counselling interactions
	3.2 evaluate the use of the person-centred approach in own personal development
4 Understand the application of the person-centred theory to the counselling process	4.1 analyse the implications of person-centred theory for counselling practice
	4.2 analyse the strengths and weaknesses of person-centred theory in counselling practice

Unit content

1 Understand the person-centred approach to counselling

Core theories and theorists: Maslow, Rogers (person-centred)

Theoretical developments: Mearns, Cooper, Thorn, Bozarth

Concepts: e.g. core conditions (empathy, unconditional positive regard, congruence), actualising tendency, organismic self, self-concept, conditions of worth, incongruence, self-actualisation, locus of evaluation, the fully-functioning person, necessary and sufficient conditions of therapeutic personality change, Rogers' 19 Propositions, Rogers' theory of therapy, personality and interpersonal relationships, configurations of self, relational depth

2 Be able to apply principles of the person-centred approach to counselling practice

Interview: ongoing development of the core conditions; skills practice, e.g. role play, experiential exercises, simulation

Influences: balance of power; outcomes, setting interviews; establishment of therapeutic relationship; boundaries; endings

3 Understand the application of the person-centred approach to self

Self: applying core conditions to self; experiences; recognising prejudices; recognising equal opportunities; difference and diversity; values; feelings; model of person; 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

4 Understand the application of the person-centred theory to the counselling process

Implications for practice: development of core conditions; skills; strategies; key concepts; conditions of worth, organismic self, necessary conditions; supervision

Strengths and weaknesses: outcomes for clients; development of practitioner

Essential guidance for tutors

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 person-centred values within their style of teaching. This should include a desire and willingness to share power, to both offer and receive the core conditions and be open to the experience of all members of the group.

When considering key principles, reference should be made to the major theoretical statements underpinning the approach, specifically the papers produced by Carl Rogers in *The Necessary and Sufficient Conditions on Therapeutic Personality Change, The Nineteen Propositions* (1957) and *The Theory of Therapy, Personality and Interpersonal Relationships, as Developed in the Client Centred Framework* (1959) both reproduced in The Carl Rogers Reader (1996) (see *Textbooks* section).

Learners and tutors are expected to be committed to and demonstrate anti-discriminatory and ethical practice.

Assessment

It is envisaged that at this stage of the course learners will not be ready to engage with clients in a real setting so this unit should be assessed using role play or simulation. Evidence of outcomes, showing theoretical understanding and clear reflection, can be in the form of practice interactions, small-group work, exercises/discussion, journals/case notes, practice logbooks and supervisor reports.

A learning journal may be used to explore the principles, with video, audio and case study analyses used to apply this understanding to practice. Some transcription and detailed comment on practice sessions should be included.

At a later stage, learners will use placement work. Clear guidelines should be given to clients at the start of any counselling work and permission obtained for the use of any material for assessment purposes.

Essential resources

- Tutors should be trained and experienced in the person-centred approach.

- Key texts must be provided.

- The use of a suitably furnished room is essential to ensure the necessary privacy.

- Tape and video facilities should be provided as appropriate, together with the necessary provision to protect client confidentiality.

Indicative resource materials

Textbooks

Bozarth J – *Person-Centered Therapy: a Revolutionary Paradigm* (PCCS Books, 1998) ISBN 9781898059226

Cooper M, O'Mara M, Schmid P F and Wyatt G (editors) – *The Handbook of Person-Centred Psychotherapy and Counselling* (Palgrave, 2007) ISBN 9781403945129

Farber B, Brink D and Raskin P (editors) – *The Psychotherapy of Carl Rogers: Cases and Commentary* (Guilford Press, 1998) ISBN 9781572303775

Kirschenbaum H and Henderson V L (editors) – *The Carl Rogers Reader* (Houghton Mifflin, 1996) ISBN 9780395483572

Maslow A – *Motivation and Personality* (Longman, 1987) ISBN 9780060419875

Mearns D and Thorne B – *Person-Centred Counselling in Action* (Sage Publications, 1999) ISBN 9780761963165

Mearns D and Thorne B – *Person-Centred Therapy Today: New Frontiers in Theory and Practice* (Sage Publications, 2000) ISBN 9780761965619

Mearns D – *Developing Person-Centred Counselling* (Sage Publications, 2002) ISBN 9780761949695

Mearns D and Cooper M – *Working at Relational Depth in Counselling and Psychotherapy* (Sage Publications, 2005) ISBN 9780761944584

McMillan M – *The Person-Centred Approach to Therapeutic Change* (Sage Publications, 2004) ISBN 9780761948698

Natiello P – *The Person-Centred Approach: A Passionate Presence* (PCCS Books, 2001) ISBN 9781898059202

Rogers C – *A Way of Being* (Houghton Mifflin, 1996) ISBN 9780395755303

Rogers C and Stevens B – *Person to Person: The Problem of Being Human* (Souvenir Press, 1998) ISBN 9780285647176

Rogers C – *Client-Centered Therapy* (Constable, 2003) ISBN 9781841198408

Rogers C – *On Becoming a Person: a Therapist's View of Psychotherapy* (Constable, 1977) ISBN 9780094604407

Thorne B and Lambers E – *Person-Centred Therapy: A European Perspective* (Sage Publications, 1998) ISBN 9780761951551

Thorne B – *Carl Rogers (Key Figures in Counselling and Psychotherapy series)* (Sage Publications, 2003) ISBN 9780761941118

Thorne B – *Person-Centred Counselling: Therapeutic and Spiritual Dimensions* (Wiley, 1991) ISBN 9781870332873

Tolan J – *Skills in Person-Centred Counselling and Psychotherapy* (Sage Publications, 2003) ISBN 9780761961178

Websites

www.bacp.co.uk   British Association for Counselling and Psychotherapy

www.bapca.org.uk   British Association for the Person-Centred Approach

Unit 3: Gestalt Approaches to Counselling

Unit code:	H/503/3222
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore the Gestalt approach to the counselling process.

Unit introduction

This unit develops learners' awareness of the principles and practice of a Gestalt approach to counselling, with particular reference to the work of Perls and later proponents of the Gestalt approaches: Clarkson, Polster and Polster, Fish etc. Learners will explore the Gestalt approach to counselling and will be helped to evaluate their skills ethically from a Gestalt basis.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the Gestalt approach to counselling	1.1 explain the main principles that underpin Gestalt theory in relation to counselling
	1.2 analyse theoretical developments in the Gestalt approach to counselling
2 Be able to apply principles of the Gestalt approach to counselling practice	2.1 apply the principles of the Gestalt approach to a counselling interaction
	2.2 evaluate the influence of the Gestalt approach to the counselling interaction
3 Understand the application of the Gestalt approach to self	3.1 assess how Gestalt theory impacts on own counselling interactions
	3.2 evaluate use of Gestalt theory in own personal development
4 Understand application of Gestalt theory to the counselling process	4.1 analyse the implications of Gestalt theory for counselling practice
	4.1 analyse the strengths and weaknesses of Gestalt theory in counselling practice

Unit content

1 Understand the Gestalt approach to counselling

Concepts: Gestalt models of personality, health and disturbed personality functioning; organismic self-regulation; tendency towards growth; relational nature of life; Gestalt (figure/ground) formation; polarities; awareness and unawareness; present-centred awareness; creative adjustment; resistance; contact and support

Theorists: e.g. Fritz and Laura Perls, Polster and Polster, Fish, Clarkson, Houston, Mackewn, Phillipson

2 Be able to apply principles of the Gestalt approach to counselling practice

Skills practice: e.g. role play, experiential exercises, simulation; appropriate use of tools and techniques of Gestalt Therapy e.g. providing support, awareness training, developing body awareness, recognising interruptions and avoidance, working with the theme, working with polarities, working with the transference with the aim of dissolving it; experimentation and enactment; exaggeration; focusing; guided fantasy and visualisation; working with dreams; chair work

3 Understand the application of the Gestalt approach to self

Impact of Gestalt theory on own counselling practice: Gestalt models of personality, health and disturbed personality functioning; organismic self-regulation; tendency towards growth; relational nature of life; Gestalt (figure/ground) formation; polarities; awareness and unawareness; present-centred awareness; creative adjustment; resistance; contact and support,

Practical application: providing support; awareness training; developing body awareness; recognising interruptions and avoidance; working with the theme; working with polarities; working with the transference with the aim of dissolving it; experimentation and enactment; exaggeration; focusing, guided fantasy and visualisation; chair work

Impact of Gestalt theory on own personal development: Gestalt models of personality, health and disturbed personality functioning; organismic self-regulation; tendency towards growth; relational nature of life; Gestalt (figure/ground) formation; polarities; awareness and unawareness; present-centred awareness; creative adjustment; resistance; contact and support

4 Understand the application of Gestalt theory to the counselling process

Implications for practice: applicability to practice; outcomes for clients; applicability to practitioner development

Strengths and weaknesses of approach: in relation to counselling practice

Essential guidance for tutors

Delivery

Learners should be given a sense of where and how the Gestalt approach emerged in counselling theory. The main teaching input needs to be around the key concepts and techniques and how they have developed from and are related to existential and psychoanalytic theory. There should be clear emphasis on how the view of the person affects the counselling interaction and the type(s) of therapeutic interventions used. An evaluative approach to both theory and practice is essential – for instance learners should be evaluating whether awareness is necessary and sufficient to induce change, and whether the style of Gestalt therapists accords with the concepts underpinning humanistic practice. Learners must have a commitment to and demonstrate equal opportunities, non-discriminatory practice and cross-cultural counselling. Issues of power are especially relevant.

When working towards learning outcome 2, learners should have the opportunity to see and hear Gestalt practitioners in action. They should have ample opportunity to evaluate interactions. Learners should be prepared to practise and experience basic skills and techniques of Gestalt and conceptually understand their purpose. Alongside this they must also understand the principles of good practice, for example ethical practice and appreciation of boundaries.

Assessment

It is envisaged that at this stage of the course learners will not be ready to engage with clients in a real setting so this unit should be assessed using role play or simulation. Evidence of outcomes, showing theoretical understanding and clear reflection, can be in the form of practice interactions, small-group work, exercises/discussion, journals/case notes, practice logbooks and supervisor reports.

A learning journal may be used to explore the principles, with video, audio and case study analyses used to apply this understanding to practice. Some transcription and detailed comment on practice sessions should be included.

At a later stage, learners will use placement work. Clear guidelines should be given to clients at the start of any counselling work and permission obtained for the use of any material for assessment purposes.

Essential resources

- Tutors should be experienced in and sympathetic to the existential and Gestalt approaches.
- Video/audio/transcribed examples of therapists working from the Gestalt perspective will be useful and necessary for learning outcome 3.
- Key texts must be provided.
- Supervision will be required for learners counselling 'real' clients.
- The use of a suitably furnished room is essential to ensure the necessary privacy.
- Contact with approved supervisors is strongly recommended.

Indicative resource materials

Textbooks

Clarkson P – *Gestalt Counselling in Action* (Sage Publications, 1999) ISBN 9780761963127

Clarkson P – *On Psychotherapy, Chapter 6 Individuality and Community in Gestalt* (Wiley, 1993) ISBN 9781870332538

Corsini R J and Wedding D – *Current Psychotherapies, 8th edition* (Thomson, 2008) ISBN 9780495097143

Dryden W (editor) – *A Handbook of Individual Therapy, 4th edition, Chapter 9 Gestalt Therapy* (Sage Publications, 2002) ISBN 9780761969433

Fish S, Sills C and Lapworth P – Gestalt Counselling (Speechmark Publishing, 2001) ISBN 9780863883699

Houston G – *The Now Red Book of Gestalt* (Rochester Foundation, 1995) ISBN 9780951032367

Joyce P and Sills C – *Skills in Gestalt Counselling and Psychotherapy* (Sage Publications, 2010) ISBN 9781847876003

Mackewn J – *Developing Gestalt Counselling* (Sage Publications, 1997) ISBN 9780803978614

Perls F – *Gestalt Theory Verbatim* (The Gestalt Journal Press, 1992) ISBN 9780939266166

Perls F – *In and Out the Garbage Pail* (The Gestalt Journal Press, 1992) ISBN 9780939266173

Polster E and Polster M – *From the Radical Center: The Heart of Gestalt Therapy* (Gestalt Press, 2000) ISBN 9780881633153

Video

Perls F – Gloria – Part 2 (A description of Gestalt therapy, the interaction by Perls and Gloria and a summary of the interaction) (Available on YouTube).

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 4: Cognitive Behavioural Approaches to Counselling

Unit code:	D/503/3221
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore the cognitive behavioural approach to the counselling process.

Unit introduction

The unit offers learners an overview of the history, theory and general principles of cognitive behavioural work. Learners are taught the structured techniques advocated by cognitive behavioural counsellors and are encouraged to reflect on these, particularly their didactic nature. The unit requires learners to use the principles of cognitive behavioural theory in practice and thereafter to apply the theories to themselves and to review the impact on themselves and the counselling process.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the cognitive behavioural approach to counselling	1.1 explain the main principles that underpin cognitive behavioural theory in relation to counselling 1.2 analyse theoretical developments in the cognitive behavioural approach to counselling
2 Be able to apply the principles of the cognitive behavioural approach to counselling practice	2.1 apply the principles of the cognitive behavioural approach to a counselling interaction 2.2 evaluate the influence of cognitive behavioural theory on the counselling interaction
3 Understand the application of the cognitive behavioural approach to self	3.1 assess how cognitive behavioural theory impacts on own counselling interactions 3.2 evaluate the use of cognitive behavioural theory in own personal development
4 Understand the application of cognitive behavioural theory to the counselling process	4.1 analyse the implications of cognitive behavioural theory for counselling practice 4.2 analyse the strengths and weaknesses of cognitive behavioural theory in counselling practice

Unit content

1 **Understand the cognitive behavioural approach to counselling**

Core theories and theorists: history and profile of cognitive behavioural work; theoretical underpinning of cognitive behavioural counselling: Skinner, Pavlov, Watson, work of Beck, Ellis and other theorists

New developments: modern theorists, e.g. Dryden, Lazarus, Meichenbaum, Kabat-Zinn; mindfulness based cognitive therapy; acceptance and commitment therapy; schema therapy

2 **Be able to apply the principles of the cognitive behavioural approach to counselling practice**

Interaction: skills practice, e.g. role play, experiential exercise, simulation; showing application of a range of CBT concepts and skills

Influences: balance of power; outcomes; setting of interactions; establishment of therapeutic relationship; boundaries; endings; contract setting; formulation

3 **Understand the application of the cognitive behavioural approach to self**

Personal development and practice: self-awareness; skills development

Personal development: application of CBT; concepts to understanding self, e.g. one's own negative automatic thoughts, schema, mood triggers, catastrophic thoughts, hot thoughts, 'shoulds' and 'musts', problem maintenance behaviours

Impact on counselling: reflection on own application of cognitive behavioural therapy concepts and skills in counselling practice; use of feedback; constructive criticism; input of supervisor; recognising current limitations; personal growth

4 **Understand the application of cognitive behavioural theory to the counselling process**

Implications for practice: skills, techniques; strategies; key concepts (e.g. model, negative automatic thoughts, mood triggers, hot thoughts, 'shoulds' and 'musts', catastrophising, problem maintenance behaviours); supervision; power and inequality in the counselling relationship

Strengths and weaknesses: applicability to different client group/s and presenting issues; process and outcomes for clients; development of practitioner

Essential guidance for tutors

Delivery

Learners should be encouraged to work (possibly in a self-awareness group) on their own cognitive processes and to link assessment and formulation techniques to their own behaviour.

It is important that supervisors are aware of cognitive behavioural theory and techniques to help learners with monitoring their interventions. Close contact between supervisor(s) and the centre is desirable for learners practising with real clients.

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

Assessment

It is envisaged that at this stage of the course learners will not be ready to engage with clients in a real setting so this unit should be assessed using role play or simulation. Evidence of outcomes, showing theoretical understanding and clear reflection, can be in the form of practice interactions, small-group work, exercises/discussion, journals/case notes, practice logbooks and supervisor reports.

A learning journal may be used to explore the principles, with video, audio and case study analyses used to apply this understanding to practice. Some transcription and detailed comment on practice sessions should be included.

At a later stage, learners will use placement work. Clear guidelines should be given to clients at the start of any counselling work and permission obtained for the use of any material for assessment purposes.

Essential resources

- A cognitive behavioural practitioner and a good bank of cognitive behavioural case histories are essential.

- Key texts must be provided.

- The use of a suitably furnished room is essential to ensure the necessary privacy.

- Access to appropriate supervisors is strongly recommended.

Indicative resource materials

Textbooks

Crane R – *Mindfulness-Based Cognitive Therapy* (Routledge, 2008)
ISBN 9780415445023

Dryden W (editor) – *Dryden's Handbook of Individual Therapy, 5th edition, Chapters 12, 13, 14* (Sage Publications, 2007) ISBN 9781412922388

Gilbert P – *Compassion Focused Therapy* (Routledge, 2010)
ISBN 97804154448079

Kabat-Zinn J, Segal Z V, Williams M G and Teasdale J D – *Mindfulness-based Cognitive Therapy for Depression: A New Approach to Preventing Relapse* (Guilford Press, 2002) ISBN 9781572307063

Rafaeli E, Bernstein D and Young J – *Schema Therapy* (Routledge, 2010)
ISBN 9780415462990

Trower P, Jones J, Dryden W and Casey A – *Cognitive Behavioural Counselling in Action* (Sage Publications, 2011) ISBN 9781849201940

Weishaar M E – *Aaron T Beck (Key Figures in Counselling and Psychotherapy series)* (Sage Publications, 1993) ISBN 9780803985643

Wills F and Sanders D – *Cognitive Therapy: Transforming the Image* (Sage Publications, 1997) ISBN 9780761950820

Wills F – *Beck's Cognitive Therapy* (Routledge, 2009) ISBN 9780415439527

Websites

www.babcp.co.uk   British Association for Behavioural and Cognitive Psychotherapies

www.bacp.com   British Association for Counselling and Psychotherapy

Unit 5: Transactional Analysis in Counselling

Unit code:	M/503/3224
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore the Transactional Analysis approach to the counselling process.

Unit introduction

This unit introduces learners to the theory and practice of Transactional Analysis. It explores the structure of the psyche as viewed by Transactional Analysis, considering the Parent, Adult, Child (PAC) structure and its sub-divisions. The ways in which each ego state 'transacts' will be covered and learners will learn the effects of damaged or 'contaminated' ego states. Learners will learn how to construct and analyse their own and others' scripts. The Transactional Analysis life positions of 'okayness' will be studied and related to the concept of 'games'.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the Transactional Analysis approach to counselling	1.1 explain the main theories that underpin Transactional Analysis in relation to counselling
	1.2 analyse the Parent, Adult, Child (PAC) model and the necessity of the core conditions for counselling
2 Be able to apply principles of the Transactional Analysis approach to counselling practice	2.1 apply the principles of Transactional Analysis to a counselling interaction
	2.2 evaluate the influence of Transactional Analysis on the counselling interaction
3 Understand the application of the Transactional Analysis approach to self	3.1 assess how Transactional Analysis impacts on own counselling interactions
	3.2 evaluate the use of Transactional Analysis in own personal development and practice
4 Understand the application of Transactional Analysis theory to the counselling process	4.1 analyse the implications of Transactional Analysis for counselling practice
	4.2 analyse the strengths and weaknesses of Transactional Analysis in counselling practice

Unit content

1 **Understand the Transactional Analysis approach to counselling**

Core theories and theorists: work of Berne, structure of the personality; work of Stewart and Joines and others

Ego states: functions and sub-divisions of Parent, Adult, Child; the concepts of transacting; structuring time; 'strokes'; complementary and crossed transactions; life scripts; discounting; racket feelings; games

2 **Be able to apply principles of the Transactional Analysis approach to counselling practice**

Interaction: skills practice, e.g. role play, experiential exercises, simulation; showing application of a range of Transactional Analysis concepts and skills

Influences: balance of power; outcomes; setting of interactions; establishment of therapeutic relationship; boundaries; endings; contract setting

3 **Understand the application of the Transactional Analysis approach to self**

Self: application of Transactional Analysis concepts to understanding self, e.g. one's own experience of Parent, Adult, Child ego states; complementary and crossed transactions; analysis of one's own life script; discounting, racket feelings and games

Impact on counselling: reflection on own application of Transactional Analysis concepts and skills in counselling practice including: use of feedback; constructive criticism; input of supervisor; recognising current limitations; personal growth

4 **Understand the application of Transactional Analysis theory to the counselling process**

Strengths and weaknesses: applicability to different client group/s and presenting issues; process and outcomes for clients; development of practitioner

Implications for practice: skills; techniques; strategies; key concepts; supervision; power and inequality in the counselling relationship

Essential guidance for tutors

Delivery

This unit is best delivered by a Transactional Analysis specialist.

Learners must have a commitment to and demonstrate equal opportunities, non-discriminatory practice and cross-cultural counselling, particularly in evaluating the suitability of Transactional Analysis in relation to language and communication.

Assessment

This unit can be satisfactorily assessed through learners producing a portfolio containing diagrams of their own structural analysis, diagrams of their personal scripts, and analysis of scripts provided by tutors. An analysis of a game could equally demonstrate an understanding of this concept. The energy recommended for Transactional Analysis work does not lend itself naturally to essay work and tutors are encouraged to look for creative assessment methods.

It is not expected that learners engage in client work at an early stage of their course. At a later stage, learners will use placement work. Clear guidelines should be given to clients at the start of any counselling work and permission obtained for the use of any material for assessment purposes.

Essential resources

- A Transactional Analysis (TA) practitioner and a good bank of TA case histories.
- Key texts.
- The use of a suitably furnished room to ensure the necessary privacy.
- Access to appropriate supervisors is strongly recommended.

Indicative resource materials

Textbooks

Berne E – *Games People Play: The Psychology of Human Relationships* (Penguin Books, 1976) ISBN 9780140027686

Berne E – *What Do You Say After You Say Hello?* (Corgi Books, 1975) ISBN 9780552098069

Erskine R G (editor) – *Life Scripts: A Transactional Analysis of Unconscious Relational Patterns* (Karnac Books, 2010) ISBN 97818576625

Harris T – *I'm OK – You're OK* (Arrow, 1995) ISBN 9780099552413

Hargaden H and Sills C – *Transactional Analysis: A Relational Perspective* (Routledge, 2002) ISBN 9781583911204

Lister-Ford C – *Skills in Transactional Analysis Counselling and Psychotherapy* (Sage Publications, 2002) ISBN 9780761956976

Steiner C – *Scripts People Live: Transactional Analysis of Life Scripts*, *2nd edition* (Grove Press, 1990) ISBN 9780802132109

Stewart I – *Eric Berne (Key Figures in Counselling and Psychotherapy series)* (Sage Publications, 1992) ISBN 9780803984677

Stewart I and Joines V – *TA Today: A New Introduction to Transactional Analysis* (Lifespace Publishing, 1987) ISBN 9781870244008

Stewart I – *Transactional Analysis Counselling in Action*, *3rd edition* (Sage Publications, 2007) ISBN 9781412934954

Widdowson M – *Transactional Analysis (100 Key Points and Techniques)* (Routledge, 2009) ISBN 9780415473873

DVDs

Emotional Literacy – Transactional Analysis Workshop by Claude Steiner available from www.emotional-literacy.com

Transactional Analysis with Mary Goulding available from www.psychotherapydvds.com

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 6: Counselling Skills, Development and Practice

Unit code:	T/503/3225
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to develop their counselling skills and referral procedures. They will also explore legal, ethical and professional issues related to counselling practice.

Unit introduction

This unit focuses on the identification, practice and development of a range of interpersonal and counselling skills. It also considers the professional context of counselling. On completion of the unit, learners should have the inter-related skills required to initiate, maintain and conclude a counselling interaction.

The unit is written generically so that skills will be developed in a way that is congruent with the core theoretical model chosen. The unit will enable participants to develop their skills and relate them to experience drawn from their work, learning or personal setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to conduct a counselling interaction	1.1	initiate a counselling interaction
	1.2	develop a counselling interaction
	1.3	conclude a counselling interaction
	1.4	analyse practical considerations in relation to different referral scenarios in counselling
	1.5	reflect on the process of the counselling interaction
2 Understand the legal context in which counselling operates	2.1	explain the key legal considerations relevant to counselling practice
	2.2	assess the relevance of key legal considerations relevant to counselling practice
3 Understand the ethical context in which counselling operates	3.1	explain the key features of the British Association for Counselling and Psychotherapy ethical framework
	3.2	evaluate the British Association for Counselling and Psychotherapy ethical framework
	3.3	explain reasons for negotiating a contract with clients

Unit content

1 **Be able to conduct a counselling interaction**

Initiating an interaction: appropriateness of situations; contracting and boundary setting; characteristics of process; self-awareness; development of the core conditions (empathy, unconditional positive regard, congruence) as a base for counselling practice

Developing an interaction: themes and their recognition; use of intuition; use of silences; communication of feelings/experience; use of immediacy; challenge and self-disclosure where appropriate, maintenance of boundaries; use of skills; open questions; prompts; reflection; summarising and paraphrasing; body language; giving and receiving feedback; feelings: warmth, acceptance, unconditional positive regard; remaining non-judgemental; personal values, prejudices and limits

Concluding an interaction: appropriate referrals; review of counselling process with client; appropriate endings; awareness of endings at different stages in the counselling process; addressing feelings about ending

Referrals: reasons for referrals; availability of other services; accessibility and cost to clients

Reflection: selecting and summarising key elements of a counselling skills interaction; reflection on and assessment of skills practice using self-reflection and tutor/peer feedback from skills practice in triads (counsellor, client and observer)

2 **Understand the legal context in which counselling operates**

Legal considerations: current legislation relating to data protection, health and safety, equal opportunities (sex, race, disability, beliefs, age, sexual orientation), mental health, human rights, children and confidentiality

3 **Understand the ethical context in which counselling operates**

BACP Framework for Ethical Practice: application of framework to practice; codes of conduct; practical issues; policies and procedures in different settings; boundary issues; limits of own competence; use of supervision in maintaining adherence to framework

Contracting: principles; practice; examples

Essential guidance for tutors

Delivery

It is recommended that this unit be taught before the units on application of counselling skills and *Unit 10: Client Work in Therapeutic Counselling*.

This unit should be led by a counselling practitioner who is able to offer insight into how different codes operate in real counselling situations. Thus the practical aspects of the unit and the contextual elements will be coherent. Input from other professional helpers, to highlight differences and similarities is encouraged. Consideration of the ways in which different settings affect boundaries and practice is also important.

Learners should be encouraged to research a range of support agencies so that they can receive and make referrals ethically and with confidence.

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

Assessment

Evidence of learning outcomes can be in the form of role play, assignments and projects.

Audio and/or video work of class role play demonstrating a referral session, along with process notes could be evaluated by self, peer and tutor.

Case studies reflecting how the BACP Framework might work in practice could be used critically by learners to produce evidence.

Essential resources

- A good bank of case histories relating to the core model theory.
- The use of a suitably furnished room to ensure the necessary privacy.
- Access to appropriate supervision is strongly recommended.

Indicative resource materials

Textbooks

BACP Framework for Ethical Practice (available from www.bacp.co.uk)

Bond T – *Standards and Ethics for Counselling in Action* (Sage Publications, 2009) ISBN 9781412902397

Dryden W and Feltham C – *Issues in Professional Counsellor Training* (Continuum International Publishing Group, 1995) ISBN 9780304329762

Dryden W and Thorne B – *Training and Supervision for Counselling in Action* (Sage Publications, 1991) ISBN 9780803983366

Dryden W and Reeves A (editors) – *Key Issues for Counselling in Action* (Sage Publications, 2008) ISBN 9781412946995

Jenkins P – *Counselling, Psychotherapy and the Law*, *second edition* (Sage Publications, 2007) ISBN 9781412900065

Jenkins P (editor) – *Legal Issues in Counselling and Psychotherapy* (Sage Publications, 2002) ISBN 9780761954811

Jones C et al – *Questions of Ethics in Counselling and Therapy* (Open University Press, 2001) ISBN 9780335206100

Mearns D and Dryden W (editors) – *Experiences of Counselling in Action* (Sage Publications, 1989) ISBN 9780803981935

Shainberg D – *Teaching Therapists to Be with Their Clients,* in *Awakening the Heart* (Welwood (editor), Shambhala, 1993) ISBN 9780394721828

Wheeler S – *Training Counsellors: The Assessment of Competence* (Sage Publications, 1996) ISBN 9780304333493

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.cqc.org.uk	Care Quality Commission
www.ukcp.org.uk	UK Council for Psychotherapy

Unit 7:   Comparative Theories and Approaches in Counselling

Unit code:	J/503/3228
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to compare the application of two further theoretical approaches, in addition to their chosen specialist model, in counselling.

Unit introduction

This unit gives learners an opportunity to explore theoretical approaches used in counselling and to compare **two** of them to their chosen specialist model (Units 1 to 5). The unit is designed to widen the perspective of learners to the diversity of counselling theories. It is therefore essential that learners complete their chosen specialist model unit before they attempt this unit.

This unit will allow learners to gain knowledge of the beliefs, concepts and techniques inherent in each of the chosen theories.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the main theoretical approaches to counselling	1.1 explain three main theoretical approaches to counselling
	1.2 evaluate the different models of person in three different approaches to counselling
	1.3 evaluate the model of psychological health and dysfunction in each of the chosen three approaches to counselling
	1.4 analyse the model of psychological change in each of the three chosen approaches to counselling
2 Understand the strengths and weaknesses of the main theoretical approaches to counselling	2.1 compare the strengths and weaknesses of three theoretical approaches to counselling
	2.2 evaluate the implications of three approaches to counselling for the counsellor
	2.3 evaluate the implications of three approaches to counselling for the client

Unit content

1 Understand the main theoretical approaches to counselling

Approaches: psychodynamic; person-centred; Gestalt; cognitive behavioural; Transactional Analysis; concepts; vocabulary

2 Understand the strengths and weaknesses of the main theoretical approaches to counselling

Strengths and weaknesses: appropriateness of three approaches for/application to a range of clients/presenting issues; accessibility; effectiveness; existence of research base; equality and inequality in the counselling relationship

Essential guidance for tutors

Delivery

This unit is intended to allow learners to compare two further theoretical approaches with the specialist model unit that they studied in Units 1 to 5.

There should be an emphasis on how the view of person affects the counselling interaction and exploration of power issues within the counselling relationship implied by each of the three approaches. Learners need to be made aware that techniques in themselves are not safe practice.

Learners need to be offered a tutor-led base on which to build further experiential exercises culminating in a simulated counselling interaction in the classroom. Group discussion, role play, pairs and triad work should all form part of the learning experience

It should be emphasised that this unit is not designed to train counsellors in the approaches. Further training will be required should learners wish to develop in any approach other than their chosen specialist model.

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

Assessment

Assessment criteria can be tested by comparing one model with the specialist model and then subsequently comparing the second model or by comparing both models simultaneously with the specialist model.

Evidence could be in the form of a short assignment, presentation or written/recorded evidence in a journal.

Essential resources

- Key texts must be provided and study skills support should be available to assist with literature searches.
- The use of a suitably furnished room to ensure the necessary privacy.
- Contact with approved supervisors is strongly advised.

Indicative resource materials

Textbooks

Refer to relevant sections in Units 1 to 5.

Websites

www.babcp.com	British Association for Behavioural and Cognitive Psychotherapies
www.bacp.co.uk	British Association for Counselling and Psychotherapy

Unit 8: Continuing Personal Development in Counselling

Unit code:	A/503/3226
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore self-development in relation to clients and group dynamics in counselling and consider what is involved in producing a personal development plan.

Unit introduction

This unit develops learners' awareness of the principles and practice of person-centred therapy with particular reference to the work of Rogers and later proponents of the person-centred approach to counselling, such as Bozarth, Thorne, Mearns and Cooper. This unit requires learners to use the principles of person-centred counselling in practice, to apply these theories to themselves and to review the impact on themselves and the counselling process.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand self in relation to work with clients in counselling	1.1 analyse the impact of counselling experience on self 1.2 evaluate how own self-awareness has developed through counselling experience 1.3 analyse how counsellor's own development impacts on the counselling process
2 Understand group dynamics in counselling	2.1 assess the contribution of theory in relation to roles of individuals within groups in counselling 2.2 reflect on the impact of group dynamics on self 2.3 explain differing roles within groups 2.4 analyse own role(s) within training group
3 Understand personal development in relation to effective counselling skills	3.1 explain the importance of personal development in relation to counselling skills 3.2 analyse how personal development has influenced own use of counselling skills
4 Be able to produce a personal development plan in relation to counselling	4.1 review continuing personal development needs in relation to counselling interactions 4.2 prepare a personal development plan highlighting areas for ongoing development in relation to counselling

Unit content

1 Understand self in relation to work with clients in counselling

Impact of experience: models of human personality, development, motivation and needs, giving and receiving feedback, reflection on style of interacting with clients and colleagues, effects of interaction on others

Development issues: own values, beliefs, prejudices, particularly with reference to equal opportunity issues; self as learner, person, counselling skills practitioner

2 Understand group dynamics in counselling

Group theory and practice: models of groups, group dynamics, group behaviour, group process, individual's role as part of this process, confidentiality, boundaries, understanding differences between process and content, repeating patterns of behaviour, interpersonal style, role and function

Own contribution towards group dynamics: own preferred role/s and function/s within training group, different conflict resolution styles

3 Understand personal development in relation to effective counselling skills

Personal development: necessity for personal development to be balanced, comprehensive and compatible with personal philosophy and practice of a counselling skills practitioner; effect of personal development on use of counselling skills and on personal style; need for a personal development plan; value of personal counselling/therapy

Counselling skills: initiating, establishing, maintaining (demands on client and counsellor, immediacy, themes and recognition, intuition, silences, communication of feelings/experiences), developing (core conditions: empathy, acceptance, congruence), conclusion (referrals, review with client, endings)

4 Be able to produce a personal development plan in relation to counselling

Plan: why have a plan, setting objectives, SMARTER objectives (specific, measurable, achievable, realistic, timely, evaluated and reviewed), 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: 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

Essential guidance for tutors

Delivery

This unit can be delivered through an experiential group and/or individual structured activities. Learners need to see their group work in the context of the theoretical approaches and the links need to be made explicit. The experiential nature of the group should be well supported by an appropriately skilled tutor. The outcomes may well be therapeutic, but tutors have a responsibility to ensure that the group retains its learning focus. This is a boundary issue and tutors should demonstrate a model of good practice in this respect. Individual learners and tutors should make a clear commitment to appropriate boundaries.

Humanistic and psychodynamic practitioners might be tempted to concentrate only on emotional development but cognitive development is also likely to be relevant and appropriate; similarly cognitive behavioural practitioners need to be aware of emotional development.

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

Assessment

Evidence of learning outcomes should be in the form of a personal reflective learning journal and should be collected throughout the course. The suggested criteria for the reflective journal will ensure that learners are linking personal development and self-awareness to the theoretical concepts explored. The knowledge base should be clearly linked to the developmental, experiential group and the learner's performance within that group.

On completing this unit, learners should produce a self-appraisal statement (a précis of the reflective learning journal) as summative evidence of their personal development.

Tutors and learners should be aware that material resulting from assessment outcomes is subject to the same processes as other units and therefore it will not be possible to maintain absolute confidentiality of learners' work.

Essential resources

- An experienced group facilitator.
- Key texts and other relevant reference materials.
- The use of an appropriately furnished small room to ensure the necessary privacy.

Indicative resource materials

Textbooks

Cross M C and Papadopoulos L – *Becoming a Therapist* (Routledge, 2001) ISBN 9780415221153

Horton I (editor) – *The Needs of Counsellors and Psychotherapists* (Sage Publications, 1997) ISBN 9780761952992

Johns H – *Personal Development in Counsellor Training* (Sage Publications, 2002) ISBN 9780826463807

Johnson D W and Johnson F P – *Joining Together: Group Theory and Group Skills* (Merrill, 2008) ISBN 9780205578634

Lago C and MacMillan M (editors) – *Experiences in Relatedness: Groupwork and the Person-Centred Approach* (PCCS Books, 1999) ISBN 9781898059233

Wilkins P – *Personal and Professional Development for Counsellors* (Sage Publications, 1996) ISBN 9780803974630

Journals

Lyons A – The Role of Group Work in Counselling Training in '*Counselling*' 8 (3) August 1997 pp. 211-215

British Journal of Guidance and Counselling – Taylor & Francis Health Sciences

Therapy Today – BACP

Psychodynamic Practice – Taylor & Francis Health Sciences

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 9:   Human Development in Relation to Counselling

Unit code:	F/503/3227
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore key models of human growth and development in relation to counselling.

Unit introduction

This unit gives learners an opportunity to consider the theoretical concepts underpinning models of human growth and development. Learners will explore the main physical and psychological factors affecting human growth and development. Learners will have the opportunity to explore the impact of these concepts on themselves and the counselling process.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand models of human developmental process in relation to counselling	1.1	explain how a model of the human developmental process is used in counselling
	1.2	analyse a model of human development that is relevant to counselling practice
2 Understand main aspects of human growth and development	2.1	evaluate the influence of main social factors affecting human growth and development
	2.2	analyse the influence of different cultures on human growth and development

Learning outcomes	Assessment criteria
3 Understand concepts of human growth and development in relation to counselling	3.1 analyse the relevance of models of human growth and development to self
	3.2 assess the impact of factors affecting human growth and development on the counselling process
	3.3 evaluate the applicability of models of human growth and development to different cultural settings

Unit content

1 Understand models of human developmental process in relation to counselling

Models: e.g. Freud's Psychosexual Stages, Erikson's Eight Ages of Man, Piaget's development of cognitive ability, Winnicott's view of movement from dependence to independence, Sheehy's New Passages, Attachment Theory, person-centred model, Miller's childhood development process

2 Understand main aspects of human growth and development

Physical: infancy; childhood; adolescence; adulthood; middle years; old age

Psychological: identity; personality development; motivation; life transitions; attachment

Social: e.g. a range from: poverty, discrimination, empowerment, social class, gender, ethnicity, social change, health, power, family, sexism, disability, abuse, relationships, impact of social factors on the counsellor and on the counselling process

Cultural: beliefs; values; class; background; lifestyle; education

3 Understand concepts of human growth and development in relation to counselling

Impact on self: exploration of self in relation to issues raised; application of models to self; self-awareness as result of considering application of models to self

Impact on counselling process: impact of applying different models to counselling process, e.g. informing understanding of client and appropriate interventions, usefulness and limitations of different models

Cultural settings: applicability of different models of growth and development in a variety of cultural settings/backgrounds, e.g. non-European cultures, different social classes and ethnic groups; how far models reflect developmental processes of different genders

Essential guidance for tutors

Delivery

This unit can be delivered through learner-centred research and presentations. The application of concepts to self could be achieved through personal development work, specific, creative class-based exercises and skills practice.

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

Learners' awareness of the Eurocentric nature of some of the models should be developed.

Assessment

Evidence of learning outcomes can be assessed in the form of discussion groups, exercises, reports, presentations, essays, role play and simulation to demonstrate an integration of learners' academic knowledge with its application in their professional life. Learners should be encouraged to use their knowledge of developmental models to explore their understanding of themselves, their colleagues and clients to investigate appropriate forms of communication. They should especially identify and evaluate the impact of the use of a developmental model on their counselling practice.

Essential resources

- Specialist resources, including case study materials, videos and documented examples of current practice, for example videos or transcripts of counselling interactions.
- Key texts.
- Audio and video recording equipment.

Indicative resource materials

Textbooks

Beckett C and Taylor H – *Human Growth and Development, 2nd edition* (Sage Publications, 2010) ISBN 9781847871794

Bowlby J – *The Making and Breaking of Affectional Bonds* (Routledge, 2005) ISBN 9780415354813

Erikson E H – *Childhood and Society* (Vintage, 1995) ISBN 9780099532910

Lago C – *Race, Culture and Counselling, 2nd edition* (Open University Press, 2005) ISBN 9780335216949

Mearns D and Thorne B – *Person-Centred Counselling in Action* (Sage Publications, 2007) ISBN 9781412928557

Murray Thomas R – *Counselling and Life-Span Development* (Sage Publications, 1990) ISBN 9780803936140

Rayner E – *Human Development, 4th edition* (Routledge, 2005) ISBN 9781583911129

Sheehy G – *New Passages* (Ballantine Books, 1996) ISBN 9780345404459

Smith P M – *Language, the Sexes and Society* (Wiley-Blackwell, 1985) ISBN 9780631127536

Sugarman L – *Life-Span Development* (Routledge, 2001) ISBN 9780415192651

Sugarman L – *Counselling and the Life Course* (Sage Publications, 2004) ISBN 9780761962403

Winnicott D W – *Through Paediatrics to Psychoanalysis* (Routledge, 2001) ISBN 9780415264051

Journals

British Journal of Guidance and Counselling – Taylor & Francis Health Sciences

Psychodynamic Practice – Taylor & Francis Health Sciences

Therapy Today – BACP

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 10: Client Work in Therapeutic Counselling

Unit code:	R/504/8539
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore the use of counselling skills in the workplace or volunteer settings. They will also consider ethical practice, referral procedures and the use of supervision in the counselling process.

Unit introduction

Learners must complete **100 hours** of counselling practice in association with this unit. It is essential that learners take up placements only when they can demonstrate their readiness to work with clients and have agreed this with their tutor. The tutor must approve the placement as appropriate to the needs of the learner and the qualification. The work experience that underpins this unit should be gained in accordance with guidelines issued by the British Association for Counselling and Psychotherapy (BACP). It will comprise one–to-one counselling practice in an agency setting.

The unit contains the ongoing counselling practice element of the course and develops learners' capacity to gradually build an intentional approach to counselling and to critically reflect on their work. Learners should demonstrate competence to practise counselling and the capacity to develop through reflection on practice. A ratio of at least one hour of supervision to every eight hours of counselling must also be demonstrated (with appropriate client consent).

The unit's learning outcomes should be demonstrated through the specialist theoretical model chosen. Presentation of material for supervision and utilisation of supervisory feedback should be covered fully.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to engage in counselling in an agency setting	1.1	conduct a counselling interaction in a placement in a manner consistent with the chosen specialist theoretical model
	1.2	evaluate own counselling interactions by reflecting on appropriate skills and understanding
2 Be able to show adherence to the British Association for Counselling and Psychotherapy framework for ethical practice in counselling	2.1	explain client contractual arrangements within a counselling placement setting
	2.2	explain how the British Association for Counselling and Psychotherapy framework has been applied in a placement setting
	2.3	evaluate own practice in relation to the British Association for Counselling and Psychotherapy Framework
	2.4	demonstrate ethical practice in a counselling placement setting
3 Understand the use of supervision in counselling	3.1	explain the purpose of supervision in relation to chosen specialist theoretical model
	3.2	participate in regular counselling supervision sessions
	3.3	analyse the value to self of counselling supervision
	3.4	evaluate the benefit to the counselling process of supervision

Unit content

1 **Be able to engage in counselling in an agency setting**

Work: use of core model theory, counselling skills appropriate to core model theory

Reflect: awareness of own levels of competence and understanding

2 **Be able to show adherence to the British Association for Counselling and Psychotherapy framework for ethical practice in counselling**

Boundaries: impact of setting on clients; scope of boundaries; contracts, ways of working

Application of framework: workplace or agency setting attitudes, values, policies and procedures to practice

Ethical practice: application of BACP ethical principles, boundary issues in relation to the context in which the counsellor works

3 **Understand the use of supervision in counselling**

Approaches and purpose: models/modes of supervision, e.g. core models: Proctor/Inskipp, normative, formative

Supervision: with course group; one to one client work; offering and receiving feedback on client work; parallel process

Self: awareness of own limits, growth of personal development, self-awareness, insights, personally moving forward

Counselling process: improving outcomes for clients, improving counselling skills, improving knowledge to support practice, group factors, confidentiality

Essential guidance for tutors

Delivery

Tutors should have contact with both supervisees (learners) and supervisors to outline the requirements of the supervision report. Tutors should not be supervisors for learner/client work, nor should they take clinical responsibility for that work.

This unit includes regular, class small-group supervision (to be arranged by each centre). It is imperative that tutors have the skills and experience necessary to facilitate these sessions to help learners experience both group supervision and individual supervision. This will be over and above the supervision, which will also supplement learners' practice outside of the course.

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

Assessment

Evidence may take the form of a professional log which should include details of at least 100 hours of client work gained, transcripts of audio/video recordings, case studies, peer and tutor feedback sheets. Evidence from supervisor/placements that at least 100 hours of satisfactory counselling work has been completed must be obtained. A ratio of at least one hour of supervision to every eight hours' counselling must also be demonstrated (with appropriate client consent).

Evidence for learning outcomes 1 and 2 can take the form of:

● peer and tutor feedback sheets

● audio recording and process notes and evaluation

● a piece of written work describing models of supervision

● records of the process of group supervision

● a case study of client work taken with supervision

● a case study of client work with one particular client (with appropriate client consent)

● a counsellor log of client hours.

A supervisor's report must be obtained commenting specifically on:

● the learner's competence to practise ethically and satisfactorily

● the appropriateness/inappropriateness of client referral from the workplace setting

● the number of client/supervised hours in accordance with the BACP framework for ethical practice

● whether the learner has been making regular and developmental use of supervision.

(Missed client work sessions cannot be counted against the requirement for the 100 hours.)

Essential resources

- Tutors should build up and maintain a file of qualified supervisors who are trained in the core theoretical model and who are willing to offer individual supervision in accordance with the guidelines offered by the BACP.

- Tutors should actively maintain links with local counselling agencies to enhance learners' access to appropriate outlets for conducting counselling practice (as opposed to counselling skills).

- Learners need access to audio and video equipment and a suitably furnished room to ensure privacy, especially for the group supervision work.

Indicative resource materials

Textbooks

Carroll M – *Counselling Supervision* (Sage Publications, 2001)
ISBN 9781412902106

Dryden W and Thorne B – *Training and Supervision for Counselling in Action* (Sage Publications, 1991) ISBN 9780083983366

Dryden W and Reeves A (editors) – *Key Issues for Counselling in Action* (Sage Publications, 2008) ISBN 9781412946995

Hawkins P and Shohet R – *Supervision in the Helping Professions* (Oxford University Press, 2007) ISBN 9780335218172

Houston G – *Supervision and Counselling* (Rochester Foundation, 1995)
ISBN 9780951032350

Mearns D and Dryden W (editors) – *Experiences of Counselling in Action* (Sage Publications, 1989) ISBN 9780803981935

Proctor B – *Group Supervision* (Sage Publications, 2008) ISBN 9781847873354

Shainberg D – *Teaching Therapists to Be with Their Clients* in *Awakening the Heart* (Welwood (editor), Shambhala, 1993) ISBN 9780394721828

Wheeler S – *Training Counsellors: The Assessment of Competence* (Sage Publications, 1996) ISBN 9780304333486

Other

BACP Framework for Ethical Practice (available from www.bacp.co.uk)

BACP information sheet p 11 – Making the Contract for Counselling and Psychotherapy (available from www.bacp.co.uk)

Journal

Wilmot – *Paralleling in the Supervision Process* (Self and Society, European Journal of Humanistic Psychology 13(2) 86–92, 1985)

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 11: Counselling for Loss and Grief

Unit code:	J/503/3231
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore and apply theoretical approaches to counselling those who have experienced loss and grief.

Unit introduction

This unit requires learners to have an understanding of the various ways in which the term 'grieving process' may be understood. Learners will explore the application of various models to practice and are required to demonstrate a range of counselling skills within the context of loss and grief.

Learners 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 considers theories of loss and grief and is focused on models used for counselling.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand theoretical perspectives of loss and grief	1.1 explain the main reactions to loss 1.2 analyse theories of loss and grief 1.3 evaluate implications of loss and grief on counselling practice
2 Be able to apply models of loss and grief to counselling practice	2.1 conduct an empathetic counselling interaction informed by models of loss and grief 2.2 review the empathetic counselling interaction informed by models of loss and grief
3 Understand the potential impact of working with loss and grief on the counsellor	3.1 critically reflect on the potential impact of loss and grief on self 3.2 assess the possible impact on the counsellor of working with loss and grief 3.3 explain the benefits and limitations of self-care strategies for counsellors working with loss and grief 3.4 assess the role of supervision in counselling for loss and grief

Unit content

1 Understand 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 and eating disorders

Main theories/models: e.g. Bowlby's attachment theory, Murray-Parkes, Kübler-Ross's stages of grief, Worden's tasks of grief, Stroebe's dual process model; Continuing Bonds models; Bereavement and Biography and others, e.g. Freud, Klein, Marris

Critical evaluation: linear models; differences between descriptive and prescriptive use of models; pitfalls of adherence to theory

Implications for counselling: reflection on how these reactions affect the client/counsellor relationship and the counselling process; dependency; transference; spiritual concerns; gender differences

2 Be able to apply models of loss and grief to counselling practice

Counselling skills: core conditions (empathy, acceptance, congruence); active listening, appropriate use of silence, summarising, timing responses to match client need, using the here and now; integrating skills in a structured and coherent way

Application of models of grief: Kübler-Ross's stages of dying; Parkes's stages of grief; Worden's tasks of grief; Stroebe's dual process model of grief; patterns of grief; concept of normal; language of grief; medicalisation/normalisation; spiritual aspects/beliefs; cultural aspects

3 Understand 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; 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

Supervision: awareness of own losses; need for boundaries; transference and counter-transference; diffidence about spiritual matters

Essential guidance for tutors

Delivery

When evaluating the advantages and disadvantages of the models of grief, learners 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 learners to work with the concept of normal and abnormal. There should be critical awareness about whether models are used descriptively or prescriptively. The difference between a theory and a model should be made clear.

Through the interaction itself and in subsequent analysis of the interaction, learners 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.

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

Assessment

Evidence of learning outcomes must be in the form of practical demonstration of skills and subsequent analysis of interventions made.

Learners should demonstrate their skills and capabilities by generating a specific loss scenario provided and appropriately managed by the tutor. They should then be able to analyse which models and/or theories underpinned their interventions and how these affect the counselling process.

Essential resources

- Tutors need a bank of loss scenarios which ensure that learners can demonstrate the full range of skills and models.

- Models of grief.

- The use of a suitably furnished room to ensure privacy.

Indicative resource materials

Textbooks

Bayliss J – *Understanding Loss and Grief* (National Extension College, 1996) ISBN 9781853566592

De Hennezel M – *Intimate Death* (Time Warner, 1998) ISBN 9780751523324

Haugh S – *The Person-Centred Approach to Working With Loss and Bereavement* (Sage Publications, 2010) ISBN 9781412900294

Humphrey G and Zimpfer D – *Counselling for Grief and Bereavement, 2nd edition* (Sage Publications, 2007) ISBN 9781412935661

Kübler-Ross E – *On Death and Dying* (Routledge, 2008) ISBN 9780415463997

Kübler-Ross E and Kessler D – *On Grief and Grieving* (Simon & Schuster, 2005) ISBN 9780739468630

Lendrum S and Syme G – *Gift of Tears: A Practical Approach to Loss and Bereavement Counselling, 2nd edition* (Routledge, 2004) ISBN 9781583919330

Littlewood J – *Aspects of Grief: Bereavement in Adult Life* (Routledge, 1992) ISBN 9780415071765

Parkes C M – *Bereavement: Studies of Grief in Adult Life, 4th edition* (Penguin Books, 2010) ISBN 9780141049410

Parkes C M, Laungani P and Young B (editors) – *Death and Bereavement Across Cultures* (Routledge, 1996) ISBN 9780415131377

Silverman P R, Nickman S L and Klass D (editors) – *Continuing Bonds* (Taylor & Francis, 1996) ISBN 9781560323396

Stroebe M S, Stroebe W, Hansson R O and Schut H (editors) – *Handbook of Bereavement Research: Consequences, Coping and Care* (American Psychological Association, 2001) ISBN 9781557987365

Worden W – *Grief Counselling and Grief Therapy, 4th edition* (Routledge, 2009) ISBN 9780415559997

Journal

Bereavement Care – Cruse Bereavement Care

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.crusebereavementcare.org.uk	Cruse Bereavement Care

Unit 12: Counselling Clients Who Have Experienced Abuse

Unit code:	L/503/3232
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore definitions of abuse and apply them to the counselling process in an ethical manner, making use of supervision where appropriate.

Unit introduction

This unit looks at the term 'abuse' in a broad sense and considers social, psychological and physical abuse as well as sexual abuse. The unit covers models of abuse, legal aspects and confidentiality. The unit emphasises the effects of counselling people who have experienced abuse on both client and counsellor, as well as the need for supervision.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand definitions of abuse used in counselling	1.1 explain different forms of abuse 1.2 analyse theories relating to abuse 1.3 assess factors that may lead to abuse
2 Understand models for counselling people who have experienced abuse	2.1 assess the legal implications of counselling a person who has experienced abuse 2.2 evaluate the usefulness of models for counselling people who have experienced abuse
3 Be able to apply ethical counselling practice when working with clients who have experienced abuse	3.1 explain ethical counselling boundaries in relation to working with those who have been abused 3.2 demonstrate appropriate responses when working with issues of abuse 3.3 reflect on the impact on self of working with abuse issues 3.4 evaluate the role of counselling supervision in maintaining ethical counselling practice with clients who have experienced abuse

Unit content

1 Understand definitions of abuse used in counselling

Types of abuse: e.g. social, physical (nature of violence), sexual, psychological, environmental, neglect, financial, self-harm; different perceptions of abuse: victims or survivors, abusive relationships, cultural contexts, legal implications, myths, what is 'true'?

Psychodynamic and other theories explaining abuse: e.g. intergenerational transmission theory, ecological theory, family systems theory, feminist theories, Klein, Winnicott, Bowlby, Miller

Factors leading to abuse: e.g. social, financial, environmental, educational, cultural, lifestyle

2 Understand models for counselling people who have experienced abuse

Legal implications: legislation relating to children; confidentiality in relation to abuse; discrimination

Models: e.g. Parks Inner Child; Bradshaw; Accommodation Syndrome, victim versus survivor; PLISSIT model; play therapy; symbolism

3 Be able to apply ethical counselling practice when working with clients who have experienced abuse

Ethical boundaries: tensions; conflicts of interest; dilemmas; own limitations

Appropriate responses: e.g. core conditions (empathy, acceptance, congruence); physical; reflecting; following; going at client's pace; responding to sexually explicit language

Work with abuse issues: specific interactions; counselling process

Self: self-awareness; reflection; emotional exploration of self as a result of issues raised; unresolved issues; skills development

Developing practice: e.g. competence; burnout; restorative measures; self-awareness; limitations; boundaries

Essential guidance for tutors

Delivery

Tutors should ensure that learners examine and understand their own beliefs and issues arising from delivery of this subject. There should be time to address personal issues and appropriate tutor support should be available to learners if required.

Legal issues affecting disclosure/confidentiality need careful examination.

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

Assessment

Learners should use role play, experiential exercises and simulation. Learners should be aware of appropriate practice when working with abuse issues, but it is possible that learners may complete this unit without conducting an interaction with a person who has experienced abuse because of the difficulty of arranging this type of interaction. However, this unit should prepare learners should these issues arise in their client work.

Formal written work may be appropriate to show understanding. Learners will need to provide evidence of well-thought out rehearsal/role play material. They should also have considered a variety of case studies in some depth. The evidence for supervised practice could be generated in a variety of ways – case history notes, professional logs and supervisor reports.

Essential resources

● 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.

Indicative resource materials

Textbooks

Bass E and Davis L – *The Courage to Heal* (Vermilion, 2002) ISBN 9780091884208

Bond T – *Standards and Ethics for Counselling in Action, 3rd edition* (Sage Publications, 2009) ISBN 9781412902397

Burke Draucker C and Martsolf D – *Counselling Survivors of Childhood Sexual Abuse, 3rd edition* (Sage Publications, 2006) ISBN 9781412922401

Davies L – *Allies in Healing: When the Person You Love Was Sexually Abused as a Child* (HarperCollins, 1991) ISBN 9780060968830

Jenkins P – *Counselling, Psychotherapy and the Law, 2nd edition* (Sage Publications, 2007) ISBN 9781412900065

Miller A – *Banished Knowledge: Facing Childhood Injuries* (Virago Press, 1997) ISBN 9781860493485

Ryan V and Wilson K – *Case Studies in Non-directive Play Therapy* (Jessica Kingsley Publishers, 2000) ISBN 9781853029127

Sanderson C – *Counselling Adult Survivors of Childhood Sexual Abuse, 3rd edition* (Jessica Kingsley, 2006) ISBN 9781843103356

Tzeng O C S, Jackson J W and Karlson H C – *Theories of Child Abuse and Neglect* (Greenwood Publishing, 1991) ISBN 9780275938321

Websites

www.bacp.co.uk   British Association for Counselling and Psychotherapy

www.wearesurvivors.org   We are Adult Survivors of Child Abuse and Neglect

Unit 13:   Counselling Young People

Unit code:	R/503/3233
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore the concept of transition as it applies to young people. Learners are expected to apply their chosen specialist theory to counselling young people.

Unit introduction

This unit aims to give learners an insight into the pressures created by the transition from childhood to adulthood. This unit defines this period as from age 12 upwards. The unit examines how pressures might manifest themselves in issues brought up by young people during counselling and the problems these might raise for the counsellor.

Learners are helped to conduct a counselling interaction contextualised with issues faced by young people and to demonstrate their counselling skills appropriately within this context. Learners should be confident and competent in the use of counselling skills before tackling this unit. Learners will need to be working in a capacity where they are able to observe and/or work with young people.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the concept of transition as it applies to young people	1.1	explain the concept of transition as it applies to young people
	1.2	evaluate a model of transition
2 Understand pressures on young people	2.1	analyse the main factors that create pressure for young people
	2.2	analyse the implications of pressures on young people for the counselling process
3 Be able to apply a chosen specialist theory to counselling young people	3.1	conduct a counselling interaction in response to a young person's problem/s
	3.2	explain the importance of using appropriate language when counselling a young person
	3.3	critically reflect on the counselling interaction
4 Understand professional issues involved when counselling young people	4.1	evaluate the role of counselling supervision in maintaining ethical counselling practice when counselling young people
	4.2	assess the impact of key aspects of legislation relevant to counselling young people
	4.3	evaluate how professional issues may impact on counselling young people

Unit content

1 Understand the concept of transition as it applies to young people

Concepts: e.g. Erikson; Winnicott; transition from childhood to teenage years; advantages and disadvantages of models; difficulties inherent in using a linear model with young people

2 Understand pressures on young people

Factors creating pressure: biological: growth, puberty; effect of these on self-image; gender; environmental: family, school, peer systems, familial pressures, relationships; existential: ways in which young people view themselves and society

Potential outcomes: e.g. anti-social behaviour, suicide, depression, eating disorders; identity crises; risk-taking behaviour; self-harm; relationships; sexual risk taking; peer pressure; bullying; achieving; parental pressure

Implications for counselling: knowledge of support services; referral; use of supervision; continuing self-awareness

Implications for counsellor: emotional exploration of self in relation to issues raised

3 Be able to apply a chosen specialist theory to counselling young people

Interaction: with a young person

Appropriate language: self-awareness in counselling process; understanding of uses of language

Reflection: self; continuing development; counselling process

4 Understand professional issues involved when counselling young people

Supervision: developing specific skills; knowledge of specific issues affecting young people; dealing with personal issues; referral process; own limitations; conflicts within systems/working strategies

Relevant legislation: relating to children; data protection; mental health; substance misuse; suicide

Professional issues: supervision; legislation; BACP Framework

Essential guidance for tutors

Delivery

The work on the concept of transition should be focused on the movement from childhood to adulthood.

Learners need to be made aware of all the constraints involved in counselling young people, particularly current and specific legislation relating to young people and statutory and non-statutory agencies and organisations.

Learners should practise the skills developed in their specialist model and demonstrate empathy with problems specifically related to young people. The interaction may be simulated but should be recorded by audio/video so that learners can identify and analyse their interventions in the context of a developmental/life stages model. Learners should be encouraged to evaluate the interventions in the context of working with a young person.

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

Assessment

Evidence of learning outcomes can be in the form of an audio/video recording of the counselling interaction and a written analysis of the counselling process; assignments, projects and case studies. A portfolio of researched referral agencies appropriate for young people's needs is essential. Supervisors' reports are needed for learners working with 'real' clients.

The assessment evidence produced for learning outcome 3 should be from an interaction conducted in a placement setting but in exceptional circumstances this interaction can be simulated.

Essential resources

- Tutors need to be experienced practitioners in working with young people.
- Learners need access to audio/video recording equipment, library resources with key texts and a suitably furnished room to ensure privacy.

Indicative resource materials

Textbooks

Erikson E H – *Childhood and Society* (Vintage Books, 1995) ISBN 9780099532910

Erikson E H – *Identity: Youth and Crisis* (W W Norton & Company, 1995) ISBN 9780393311440

Geldard K and Geldard D – *Counselling Adolescents, 3rd edition* (Sage Publications, 2009) ISBN 9781848606432

Luxmoore N – *Working with Anger and Young People* (Jessica Kingsley, 2006) ISBN 9781843104667

Murray Thomas R – *Comparing Theories of Child Development, 6th edition* (Wadsworth, 2004) ISBN 9780534607173

Perry A (editor) – *Teenagers and Attachment* (Worth Publishing, 2009) ISBN 9781903269138

Prever M – *Counselling and Supporting Children and Young People: A Person-centred Approach* (Sage Publications, 2010) ISBN 9781847879356

Smith P K, Cowie H and Blades M – *Understanding Children's Development, 4th edition* (John Wiley and Sons, 2003) ISBN 9780631228233

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Unit 14: Relationship Counselling

Unit code:	Y/503/3234
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

The aim of this unit is to enable learners to explore theoretical approaches to relationship counselling and the role of supervision within relationship interactions.

Unit introduction

This unit equips learners to work with the dynamics of relationship counselling. It focuses on couples/partnerships and considers how counselling theories might offer insight into the complex dynamics of relationships.

Learners are helped to define and establish the role of the counsellor when working in a non 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.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand theoretical approaches to relationship counselling	1.1 explain how different theoretical approaches are relevant to relationship counselling
	1.2 evaluate the applicability of one theoretical approach to relationship counselling
2 Understand the process of relationship counselling	2.1 analyse pressures on relationships
	2.2 assess the implication of living in a multicultural society for relationship counselling
	2.3 explain the concept of relationship as a dynamic within the counselling process
	2.4 analyse the role of the counsellor within the process of relationship counselling
3 Understand how to conduct a relationship counselling interaction	3.1 analyse relationship dynamics between partners
	3.2 evaluate relationship dynamics within a relationship counselling interaction
4 Understand own relationship dynamics	4.1 analyse pressures on own current or past relationship(s)
	4.2 assess dynamics in own current or past relationship(s)
5 Understand the role of supervision in relationship counselling	5.1 evaluate the role of counselling supervision in maintaining ethical counselling practice in relationship counselling
	5.2 evaluate the role of supervision in relation to client welfare in relationship counselling
	5.3 evaluate the role of supervision in the relationship counselling process

Unit content

1 Understand 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)

Rational Emotive Behavioural Therapy (REBT): perpetuating irrational myths about relationships

Cognitive behavioural: the social exchange model and the role of communication

Systems theory: the person in a system

Theories and models: theories of separation and loss; models of grief

2 Understand the process of relationship counselling

Pressures on relationships: defining terms (including legal definitions); roles adopted in relationships, e.g. parent, child; internal pressures on relationships: satisfying previous expectations of childhood; dynamic between partners; external pressures on relationships: social, cultural, familial, peer; fulfilling expectations; cultural influences

Dynamics between significant 'players' in relationships: e.g. attachment styles, conflict resolution, control and manipulation; introjection; transference; projection; projective identification; splitting; co-dependency

3 Understand how to conduct a relationship counselling interaction

Apply skills: to a relevant relationship setting

Relationship dynamics: setting boundaries; communicating; challenging; clarity; resisting manipulation and collusion

4 Understand own relationship dynamics

Issues: e.g. repeating relational patterns; attachment styles; conflict resolution; control and manipulation; unresolved anger; introjection; transference; projection; projective identification; splitting; co-dependency

5 Understand the role of supervision in relationship counselling

Self: emotional; exploration of self in relation to issues raised; skills development; own limitations; learning of specific knowledge

Client: promoting best practice, safeguarding welfare

Practice: conflicts within systems; working strategies

Essential guidance for tutors

Delivery

Initially, tutors need to approach this unit from a comparative standpoint to develop awareness of the differences between one-to-one and relationship work. Resource materials to help learners develop the ability to analyse relationship dynamics are important. Revision and practice of skills should be encouraged before learners seek placement opportunities. Centres are advised to establish close links between placements and supervisors.

Learners must have a commitment to and demonstrate equal opportunities, non-discriminatory practice and cross-cultural counselling. This is particularly relevant given the power issues often present in relationships.

Assessment

Evidence may be produced from a variety of routes but there should be a mix of written and practical evidence. In-class exercises (for example looking at videos of television 'soaps') and analysing interactions can provide useful practical evidence of learner ability to 'read' dynamics. Working on genograms within the group is a useful method of understanding systems theory. More formal work could be offered in relation to theoretical study, although a portfolio of case histories demonstrating the theoretical approaches is preferable.

Essential resources

- Key texts and audio and video equipment.
- A good 'bank' of material for analysis of interactions should be available. A selection of materials is available from Relate (see *Websites* section below).

Indicative resource materials

Textbooks

Bobes T and Rothman B – *Doing Couple Therapy: Integrating Theory with Practice, 2nd edition* (W W Norton & Company, 2002) ISBN 9780393703924

Clulow C (editor) – *Adult Attachment and Couple Psychotherapy: The 'Secure Base' in Practice and Research* (Routledge, 2000) ISBN 9780415224161

Geldard K and Geldard D – *Relationship Counselling for Children, Young People and Families* (Sage Publications, 2008) ISBN 9781847875518

Hollis J – *The Eden Project: In Search of the Magical Other – A Jungian Perspective on Relationship* (Inner City Books, 1998) ISBN 9780919123809

Litvinoff S – *Better Relationships* (Vermilion, 2001) ISBN 9780091856700

Payne M – *Couple Counselling: A Practical Guide* (Sage Publications, 2010) ISBN 9781848600492

Quilliam S – *Staying Together: From Crisis to Deeper Commitment* (Vermilion, 2001) ISBN 9780091856717

Richardson R W – *Couples in Conflict: A Family Systems Approach to Marriage Counselling* (Augsburg Fortress, 2010) ISBN 9780800696283

Sells J N and Yarhouse M A – *Counselling Couples in Conflict: A Relational Restoration Model* (IVP Academic, 2011) ISBN 9780830839254

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.relate.org.uk	Relate - a national federated charity supporting the nation's relationships.

Unit 15:   Counselling Related Research

Unit code:	D/503/3235
QCF Level 5:	BTEC Professional
Credit value:	15
Guided learning hours:	60

Unit aim

This unit aims to enable learners to explore the processes involved in carrying out counselling research. Learners will carry out research, present their findings, evaluate their outcomes and make recommendations for further investigation.

Unit introduction

This unit assumes an understanding of basic terminology, concepts and techniques used in research. Learners will explore a range of perspectives that influence research design and analysis of data. The use of research in counselling and the importance of ethical practice in research will be considered. Learners will be required to prepare a proposal for a research project, obtain data from both primary and secondary sources and present findings. Learners will then critically evaluate their project and make recommendations for further study.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to conduct research in relation to counselling	1.1	prepare a proposal for counselling research on a defined topic
	1.2	justify the counselling research design
	1.3	explain strategies adopted to deal with potential ethical issues in counselling research
	1.4	summarise secondary sources appropriate to the research proposal
	1.5	carry out the counselling research
2 Be able to present findings of counselling research	2.1	analyse the counselling research data obtained
	2.2	present the findings of the counselling research using an appropriate format
	2.3	draw conclusions from the counselling research
3 Understand how to evaluate counselling research	3.1	evaluate the chosen counselling research design and methodology
	3.2	assess the implications of the research findings for counselling practice
	3.3	make recommendations for further counselling research

Unit content

1 Be able to conduct research in relation to counselling

Proposal: aims; objectives; rationale; methodology for data collection and analysis; selection of participants; expected outcomes

Design: purpose; approach; scope; methodology; research instruments

Consents: course leader; required protocol of any organisation(s) involved in the research e.g. college head of department, voluntary agency management committee, NHS Trust ethics committee

Primary methods: e.g. observation; interviews; focus groups questionnaires; experiments; case studies

Secondary sources: e.g. journals; books; public media; internet

2 Be able to present findings of counselling research

Research data: e.g. primary, secondary, qualitative, quantitative

Presentation formats: e.g. text, tabular, chart/graphical

Conclusions: validity; reliability; objectivity of method; advancement of knowledge and understanding

Recommendations: methodology; advancing knowledge/understanding

3 Understand how to evaluate counselling research

Research design and methodology: benefits and limitations of chosen design and methodology; issues of generalisability; reliability and validity

Ethical considerations: protection of participants; accountability; resource

limitations e.g. funding, time, sample size; outcomes and assessment criteria

Values and perspectives: e.g. philosophical perspective, theoretical model of counselling used, personal values/researcher reflexivity

Essential guidance for tutors

Delivery

A review of research terminology and basic methodological techniques is recommended to introduce the unit. Tutor input will be required for learners to understand philosophical perspectives underpinning counselling research. It would be helpful to discuss and analyse different research reports, input from research-active professionals, ethical codes and procedures for gaining local ethics committee consent. Tutorials will be necessary to support learners in individual projects. Support from placement supervisors/managers will be essential for research carried out in placements.

Learners must have a commitment to and 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, such as PowerPoint printouts and overhead transparencies. If work is carried out in groups, the contribution of each learner should be clearly distinguished and tutors should ensure that learners meet all the assessment criteria individually.

Essential resources

- Tutors should have experience of research in social sciences and preferably in counselling research.
- Learners must have access to academic literature on counselling and psychotherapy and to professional journals, for example *Journal of Guidance and Counselling*.
- Learners will also need access to the internet and statistical data.

Indicative resource materials

Textbooks

Bor R and Watts M (editors) – *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees* (Sage Publications, 2010) ISBN 9781849206266

Denscombe M – *Ground Rules for Social Research: Guidelines for Good Practice, 2nd edition* (Open University Press, 2009) ISBN 9780335233816

Denscombe M – *The Good Research Guide for Small-Scale Research Projects*, *2nd edition* (Open University Press, 2003) ISBN 9780335213030

Hosker I – *Social Statistics* (Studymates, 2002) ISBN 9781842850046

McLeod J – *Doing Counselling Research, 2nd edition* (Sage Publications, 2003) ISBN 9780761941088

McLeod J – *Case Study Research in Counselling and Psychotherapy* (Sage Publications, 2010) ISBN 9781849208055

McLeod J – *Qualitative Research in Counselling and Psychotherapy, 2nd edition* (Sage Publications, 2011) ISBN 9781849200622

Sanders P and Wilkins P – *First Steps in Practitioner Research* (PCCS Books, 2010) ISBN 9781898059738

Timulak L – *Research in Psychotherapy and Counselling* (Sage Publications, 2008) ISBN 9781412945790

Journal

Counselling and Psychotherapy Research (CPR) available at www.cprjournal.com

Website

www.bacp.co.uk   British Association for Counselling and Psychotherapy

Further information

For further information please call Customer Services on 0844 576 0026.(Calls may be recorded for quality and training purposes) or visit our website (www.Pearson.com).

Useful publications

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Pearson, distributed to centres annually)
- functional skills publications – specifications, tutor support materials and question papers
- Regulatory arrangements for the Qualification and Credit Framework (published by Ofqual) August 2008
- The current Edexcel publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Pearson website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Please contact:

Skills for Health
2nd Floor, Goldsmiths House, Broad Plain
Bristol
BS2 0JP

Telephone: 0117 992 1155
Fax: 0117 925 1800
Email: office@skillsforhealth.org.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

● planning for the delivery of a new programme

● planning for assessment and grading

● developing effective assignments

● building your team and teamwork skills

● developing student-centred learning and teaching approaches

● building functional skills into your programme

● building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.Pearson.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for quality and training purposes.

The training we provide:

● is active – ideas are developed and applied

● is designed to be supportive and thought provoking

● builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Edexcel/BTEC qualification framework for the health and social care sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
8				
7				
6				
5		Pearson Edexcel BTEC Level 5 Higher National Diplomas in Health and Social Care	Pearson BTEC Level 5 Diploma in Therapeutic Counselling	Level 5 Diplomas in Leadership for Health and Social Care and Children and Young People's Services
4		Pearson Edexcel BTEC Level 4 Higher National Certificates in Health and Social Care	Pearson BTEC Level 4 Award/Certificate in Working with Substance Misuse	

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
3	GCE Health and Social Care (Single Award, Double Award and Additional) Higher Diploma in Society, Health and Development	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care	Pearson BTEC Level 3 Certificate/Diploma in Counselling Skills Pearson BTEC Level 3 Certificate in Preparing to Work in Adult Social Care Pearson BTEC Level 3 Certificate in Working in the Health Sector Pearson BTEC Level 3 Award in Working with Medication Pearson BTEC Level 3 Award/Certificate in Working with Substance Misuse	Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC professional/specialist courses	NVQ/occupational
2	GCSE in Health and Social Care (Single and Double Award) Foundation Diploma in Society, Health and Development Advanced Diploma in Society, Health and Development	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care	Pearson BTEC Level 2 Award in Awareness of Dementia Pearson BTEC Level 2 Certificate in Dementia Care Pearson BTEC Level 2 Award/Certificate in Counselling Skills Pearson BTEC Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children's and Young People's Settings Pearson BTEC Level 2 Certificate in Preparing to Work in Adult Social Care Pearson BTEC Level 2 Award in the Prevention and Control of Infection Pearson BTEC Level 2 Certificate in Working in the Health Sector	Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/ Certificate/Diploma in Health and Social Care		
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B

Wider curriculum mapping

Pearson BTEC Level 5 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards/mapping with NOS

The grid below maps the knowledge covered in the Pearson BTEC Level 5 Professional qualification in Therapeutic Counselling (QCF) against the National Occupational Standards in Counselling.

KEY

\# indicates partial coverage of the NOS

a blank space indicates no coverage of the underpinning knowledge

NOS code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLG1								#							
CLG2								#		#					
CLG3										#					
CLG5						#				#					
CLG6	#	#	#	#	#	#				#	#	#	#	#	
CLG8									#						
CLG9										#					
CLG11	#	#	#	#	#	#			#	#	#	#	#	#	
CLG12	#	#	#	#	#	#				#	#	#	#	#	
CGL13	#	#	#	#	#	#				#	#	#	#	#	
CLG14	#	#	#	#	#	#				#	#	#	#	#	
CLG15	#	#	#	#	#	#			#	#	#	#	#	#	
CLG16															
CLG17									#						
CLG18										#					
CLG21	#	#	#	#	#	#		#	#	#	#	#	#	#	
CLG22															#

Annexe D

Unit mapping overview

BTEC Level 5 short course in Therapeutic Counselling legacy (specification end date 31/08/2010)/new QCF versions of the BTEC Level 5 Professional qualifications in Therapeutic Counselling (specification start date 01/08/2011) – the Level 5 BTEC Diploma in Therapeutic Counselling.

New units \ Old units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Unit 1	F														
Unit 2		F													
Unit 3			F												
Unit 4				F											
Unit 5					F										
Unit 6						F									
Unit 7							F								
Unit 8								F							
Unit 9									F						
Unit 10										F					
Unit 11											F				
Unit 12												F			
Unit 13													F		
Unit 14														F	
Unit 15															F

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe E

Glossary of accreditation terminology

The following information about this qualification can also be found on the Pearson website.

Accreditation start/end date	The first/last dates that Edexcel can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Edexcel.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
Performance tables	This qualification is listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as a performance indicator for schools and colleges.
Qualifications Accreditation Number (QAN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

Title	The accredited title of the qualification.
UCAS points	This qualification is listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe F

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 7 Advanced Professional qualifications BTEC Advanced Professional Award, Certificate and Diploma	**7**	**BTEC Level 7 Professional qualifications** BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional qualifications BTEC Professional Award, Certificate and Diploma	**6**	**BTEC Level 6 Professional qualifications** BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional qualifications BTEC Professional Award, Certificate and Diploma	**5**	**BTEC Level 5 Professional qualifications** BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 5 Higher Nationals** BTEC Level 5 HND Diploma
BTEC Level 4 Professional qualifications BTEC Professional Award, Certificate and Diploma	**4**	**BTEC Level 4 Professional qualifications** BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 4 Higher Nationals** BTEC Level 4 HNC Diploma
BTEC Level 3 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**3**	**BTEC Level 3 Specialist qualifications** BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 3 Nationals** BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional qualifications on the QCF	BTEC qualification suites on the QCF
BTEC Level 2 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**2**	**BTEC Level 2 Specialist qualifications** BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 2 Firsts** BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 qualifications BTEC Award, Certificate, Extended Certificate and Diploma	**1**	**BTEC Level 1 Specialist qualifications** BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	**BTEC Level 1 qualifications** BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	**BTEC Entry Level Specialist qualifications** BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	**BTEC Entry Level qualifications (E3)** BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

QCF = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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