BTEC

Pearson
BTEC Level 3 Certificate in Counselling Skills

Pearson
BTEC Level 3 Diploma in Counselling Skills

Specification

BTEC Specialist qualification

First teaching April 2011

Issue 2

Pearson

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel BTEC Level 3 Certificate in Counselling Skills (QCF)

Edexcel BTEC Level 3 Diploma in Counselling Skills (QCF)

The QNs remain the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of Pearson BTEC Level 3 Certificate in Counselling Skills and Pearson BTEC Level 3 Diploma in Counselling Skills specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	10
QCF references removed from unit titles and unit levels in all units	13-49
Guided learning definition updated	10

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

BTEC Specialist qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson BTEC Level 3 Certificate and Pearson BTEC Level 3 Diploma in Counselling Skills.

The Qualification Numbers (QN) for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Counselling Skills   600/1202/X

Pearson BTEC Level 3 Diploma in Counselling Skills   600/1060/5

The Qualification Number should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification title, qualification code and unit codes will appear on learners' final certification documentation. 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 BTEC Level 3 qualifications in Counselling Skills

The Pearson BTEC Level 3 Certificate in Counselling Skills is designed to provide:

- a framework of education and training for those who wish to progress to a Level 3 Diploma in Counselling Skills or other related Level 3 qualifications

- an opportunity to achieve a nationally-recognised, Level 3, vocationally-specific qualification

- an opportunity for those working as helpers in environments using counselling skills – who may not be intending to gain accreditation and practise as counsellors – to gain a qualification that begins to develop their counselling skills and knowledge in a wider context

- an opportunity for learners to develop skills and techniques, personal qualities and attitudes essential for successful performance in working life.

The Pearson BTEC Level 3 Diploma in Counselling Skills is designed to provide:

- a framework of education and training for those who wish to progress to higher-level counselling qualifications

- an opportunity to achieve a nationally-recognised, Level 3, vocationally-specific qualification

- an opportunity for those working as helpers in environments using counselling skills, who may not be intending to gain accreditation and practise as counsellors, to gain a qualification that develops their counselling skills and knowledge in a wider context

- an opportunity for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to fit easily 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 straightforward.

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) – **in this case the Skills for Health SSC** – to ensure that they meet employer and learner needs. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

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 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 3 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson BTEC Level 3 Certificate

The Pearson BTEC Level 3 Certificate offers an engaging programme for those who seek an introduction to theories and practices in counselling skills. These learners may wish to extend their programme through the study of a related GCE, a complementary NVQ or other related vocational or personal and social development qualifications. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

There is potential for this qualification to be helpful for learners looking for employment in a vocational sector where helping skills are used.

Pearson BTEC Level 3 Diploma

The Pearson BTEC Level 3 Diploma offers an engaging programme for those who wish to further explore theories and practices in counselling skills. These learners may wish to extend their programme through the study of a related GCE, a complementary NVQ or other related vocational or personal and social development qualifications. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

There is potential for this qualification to help learners looking for employment in a particular vocational sector where helping skills are used.

Key features of the Pearson BTEC Level 3 in Counselling Skills

The Pearson BTEC Level 3 Certificate and Diploma in Counselling Skills have 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 3, 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 3 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 3 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The relevant NOS are available from: www.ukstandards.org.uk

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 have rules of combination.

Rules of combination for the Pearson BTEC Level 3 qualifications

When combining units for a Pearson BTEC Level 3 qualification in Counselling Skills it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 3 Certificate in Counselling Skills

1   Qualification credit value: a minimum of 22 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 22 credits.

3   TQT value: 220 hours

4   GLH: 150

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

Pearson BTEC Level 3 Diploma in Counselling Skills

1   Qualification credit value: a minimum of 40 credits.

2   Minimum credit to be achieved at, or above, the level of the qualification: 40 credits.

3   TQT value 400 hours

4   GLH: 270

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

Pearson BTEC Level 3 Certificate in Counselling Skills

The Pearson BTEC Level 3 Certificate in Counselling Skills consists of two mandatory units.

Pearson BTEC Level 3 Certificate in Counselling Skills				
Unit	Mandatory units	Credit	GLH	Level
1	Developing Counselling Skills	12	80	3
2	Theoretical Approaches in the Use of Counselling Skills	10	70	3

Pearson BTEC Level 3 Diploma in Counselling Skills

The Pearson BTEC Level 3 Diploma in Counselling Skills consists of five mandatory units.

Pearson BTEC Level 3 Diploma in Counselling Skills				
Unit	Mandatory units	Credit	GLH	Level
1	Developing Counselling Skills	12	80	3
2	Theoretical Approaches in the Use of Counselling Skills	10	70	3
3	Working Ethically With Counselling Skills	6	40	3
4	Counselling Skills and Diversity	6	40	3
5	Counselling Skills and Personal Development	6	40	3

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

- current, ie to reflect the most recent developments and issues

- local, ie to reflect the employment context of the delivering centre

- flexible to reflect learner needs, ie 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 rules of combination will achieve the qualification at pass grade.

Quality assurance of centres

Pearson BTEC Level 3 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 Level 3 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 Level 3 qualifications and units

- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system

- quality review of the centre verification practice

- centre risk assessment by Pearson of overarching processes and quality standards

- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

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 have to commit to undertaking defined training and online standardisation activities.

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

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC Level 3 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 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

- 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 3 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 3 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 3 in Counselling Skills is for learners aged 16 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 BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) 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 (qualifications.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 or 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 3 Specialist 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

This is the formal title of the unit that will appear on the learner's certificate.

Unit code

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

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 (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

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 how 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.

- 'eg' 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.

- *Outline learning plan* – included in units as guidance and can be used in conjunction with the programme of suggested assignments.

- *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.

- *Programme of suggested assignments* – covers the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

- *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: Developing Counselling Skills

Unit code: T/502/8235

Level 3: BTEC Specialist

Credit value: 12

Guided learning hours: 80

Unit aim

This unit will enable learners to identify, practise and develop a range of interpersonal and counselling skills. On completion, learners will be aware of the skills required to initiate, maintain and conclude a counselling skills interaction.

Unit introduction

This unit is based on, but does not rigidly adhere to, Egan's Skilled Helper. Learners could apply this model in their counselling skills practice. The unit will enable participants to develop interpersonal and counselling skills and relate them to interactions, drawing either on their experiences at work or in personal settings. Learners will use scenarios and role plays to practise their skills and are not required to practise on clients.

Learners should be encouraged to understand that counselling skills need to be continually honed and refined. Therefore skills practice should be embedded throughout the programme.

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 how to establish a relationship using counselling skills	1.1	Explain the process involved in establishing a counselling skills relationship
		1.2	Explain how to manage the helping interaction throughout the relationship to keep those involved safe and supported
2	Be able to establish a relationship using counselling skills	2.1	Demonstrate the skills required to establish a working relationship
3	Understand how to develop a relationship using counselling skills	3.1	Analyse strategies for responding to individuals in a helping relationship
4	Be able to develop a relationship using counselling skills	4.1	Demonstrate ways to integrate counselling skills into an interactive process
		4.2	Apply strategies for problem solving and decision making
5	Understand how to conclude an interaction using counselling skills	5.1	Determine skills necessary for concluding a counselling skills interaction
6	Be able to conclude an interaction using counselling skills	6.1	Demonstrate skills for managing an appropriate ending to interaction
		6.2	Analyse benefits of the interaction with individuals in a helping relationship
		6.3	Evaluate outcome of the interaction
7	Understand development of own counselling skills	7.1	Explain how self-reflection can improve use of counselling skills
		7.2	Explain how feedback and guidance can improve the use of counselling skills
		7.3	Evaluate own strengths and weaknesses in using counselling skills

Unit content

1 **Understand how to establish a relationship using counselling skills**

Establishing a relationship: codes of practice and ethical concerns; equal opportunities; setting up first contact; contracting; confidentiality; making psychological contact; developing an empathic relationship; referrals

Managing helping interactions: responding to any boundary issues; checking client's perception of how the session went

2 **Be able to establish a relationship using counselling skills**

Demonstrating skills: Rogers' concept of core conditions (empathy, congruence and unconditional positive regard) as a base for all counselling skills work; giving attention; active listening; use of appropriate encouragers; responding warmly and genuinely; suspending personal value judgements; paraphrasing and summarising client material; reflecting content and meaning; reflecting feelings; appropriate use of questions (use of Egan's stage 1 skills)

3 **Understand how to develop a relationship using counselling skills**

Skills and strategies: challenging skills; communicating deeper empathic understanding; managing silences; time management; managing personal feelings and agendas; utilising the here and now; facilitating client self-understanding; facilitating, focusing and prioritising an area to work on

4 **Be able to develop a relationship using counselling skills**

Demonstrating integrating skills in a structured, coherent manner: challenging skills; communicating deeper empathic understanding; managing silences; time management; managing personal feelings and agendas; utilising the here and now; facilitating client self-understanding

Problem solving: creative thinking; mind mapping; facilitating, focusing and prioritising an area to work on; facilitating reality checking; exploring costs and benefits of chosen goal(s); force field analysis; SWOT analysis; SMART targets; action planning; sources of help

5 **Understand how to conclude an interaction using counselling skills**

Concluding interactions: preparing client for ending; enabling clients to choose appropriate strategies and formulating a plan (action planning); assessing with client benefits of helping interaction; addressing feelings about ending

6 **Be able to conclude an interaction using counselling skills**

Demonstrating skills: creative thinking; mind mapping; offering unbiased information; enabling clients to choose appropriate strategies; facilitating action planning; identifying sources of help and referrals; preparing clients for ending; addressing feelings about endings

Evaluating outcome/benefits to client: assessing with client benefits of helping interaction; reflection on outcome/benefits to client of helping interaction

7 **Understand development of own counselling skills**

Self-reflection: role of self-reflection in developing and practising counselling skills; insight into development of own counselling skills; awareness of strengths and limitations and areas for further development

Feedback and guidance skills: role of feedback and guidance in improving use of counselling skills; giving constructive feedback; use of feedback 'sandwich', giving and receiving feedback on use of counselling skills

Own strengths and weaknesses: summarising key elements of skills gained; self-evaluation of skills; improving counselling skills; improving outcomes; improving knowledge to support practice

Essential guidance for tutors

Delivery

This unit should provide learners with opportunities to use counselling skills. Tutors may use the Egan model to facilitate this. If this model is chosen, delivery should start with stage 1 skills and progress onto stage 2 skills, in which a potential client is helped to see themselves and their situation from a new perspective and to focus on what changes can be made to be more effective. At stage 3 the 'client' is helped to consider possible ways to act, to look at costs and consequences, to plan action, implement it and evaluate.

Learners should have an awareness of the application of the skills required by modern technology, eg online, phone lines, minicom, type talk, Skype.

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

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of assignments.
'Check-in' at beginning of each session where learners have the opportunity to briefly say how they are.
Learning outcome 1: Understand how to establish a relationship using counselling skills
Codes of practice and ethical concerns – tutor-led, whole-group discussion or small-group discussion and plenary. (It is suggested that the tutor asks learners to read BACP or other appropriate ethical guidelines at home in preparation – and/or provides handout which re-words it more simply.) Case study scenario(s) involving ethical dilemmas – discuss in pairs or small groups followed by plenary.
Equal opportunities – tutor-led, whole-class discussion or small-group discussion and plenary on importance of equal opportunities in counselling practice and how equal opportunities can be facilitated.
Referrals – recognising when it might be necessary to refer – small-group discussion and plenary. Each group given client group to develop referral list for (eg addicts, domestic violence sufferers, survivors of sexual abuse, homeless etc) to be researched for homework and shared with group during next session.
Handout on psychological contract – what it is, how you know when you've established it, circumstances in which it might be difficult to establish or maintain it, followed by points to discuss in small groups.

Setting up a first contract – tutor or learner demonstration using 'goldfish bowl' followed by skills practice in triads.
Responding to arising boundary issues – learners given role-play scenarios to practise in triads (eg client who is frequently late, client who keeps forgetting to pay, client who frequently cancels sessions).
Checking client's perception of how the session went. Role play in triads.
Assignment 1: Journal entries
Learning outcome 2: Be able to establish a relationship using counselling skills
Rogers' core conditions – learners given material to read at home in preparation for small group discussions followed by plenary or tutor-led, whole-class discussion, or learner presentations.
Paraphrasing – learners given written exercise to practise paraphrasing.
Empathic circle exercise – learners in groups of up to 12. The first learner makes a statement about how they are – the learner to their right responds with an empathic statement and follows with a statement about how they are, the learner to their right responds with an empathic statement etc.
Giving attention, use of appropriate encouragers, responding warmly and genuinely – tutor-led, whole-group discussion followed by practice in pairs.
Suspending personal value judgements – discussion in pairs or small groups with whole group feedback/group plenary.
Paraphrasing and summarising client material, reflecting content and meaning – handout with exercise asking learners to practise these skills in pairs, possibly followed by video clip demonstrating paraphrasing and reflecting meaning, eg appropriate excerpt from clip of Rogers working with Gloria. Whole-group discussion identifying at what point in the excerpt these skills were demonstrated.
Reflecting content and meaning – handout followed by pair work.
Appropriate use of questions – pair work with whole-group feedback.
Skills practice in triads – each learner to practise at least twice.
Assignment 2: Tutor/peer-observed skills practice, case study
Learning outcome 3: Understand how to develop a relationship using counselling skills
Challenging skills – handout followed by small-group discussion and practice.
Communicating deeper empathic understanding, managing silences, time management – tutor-led or small-group discussion followed by plenary then integrated into skills practice in triads.
Managing personal feelings and agendas, utilising the here and now, facilitating client self-understanding. Handout and discussion perhaps followed by 'goldfish bowl' demonstration, then skills practice in triads.
Facilitating focusing on and prioritising an area to work on. Tutor input followed by practice in pairs. Skills practice in triads.

Assignment 3: Journal entries
Learning outcome 4: Be able to develop a relationship using counselling skills
Further skills practice in triads. Peer- and/or tutor feedback. Each learner to practise at least twice.
Assignment 4: Journal, tutor/peer-observed skills practice, case study
Learning outcome 5: Understand how to conclude an interaction using counselling skills
Strategies for preparing client for ending – small-group discussion and plenary.
Offering unbiased information – role-play scenarios in which client requests information about future options.
Enabling clients to choose appropriate strategies and formulate a plan. Reality testing techniques, eg SWOT, force field analysis, action planning. Handouts followed by practice in pairs.
Group work developing questions to enable engagement of client in analysing benefits of helping interaction. Plenary. Skills practice.
Addressing feelings about ending. Small-group discussion about what feelings ending might evoke and how they could be addressed in final sessions. Role play of final session with client.
Assignment 5: Journal entries
Learning outcome 6: Be able to conclude an interaction using counselling skills
Assessing with client benefits of helping interaction. Goldfish bowl demonstration and skills practice assessing benefits of helping interaction with client. Skills practice in triads with peer- and/or tutor feedback. Each learner practises at least twice.
Skills practice managing an appropriate ending to a helping relationship. Each learner practises at least twice and receives feedback from tutor/peers followed by self-reflection on the outcome of the interactions.
Assignment 6: Journal, tutor/peer observed skills practice, case study
Learning outcome 7: Understand development of own counselling skills
Benefits of self-reflection for improving use of counselling skills. Tutor-led, whole-group discussion on what reflection is, followed by reflective exercise evaluating development of own use of counselling skills. Share in pairs.
Small-group discussion/plenary on role of feedback and guidance in improving use of counselling skills. Tutor input on use of feedback sandwich. Learners practise giving each other feedback in small groups on their use of counselling skills. Plenary.
Self-evaluation of strengths and weaknesses/areas for development on basis of feedback received.

Learners could participate in small tutor- and peer-led, class-based supervision groups (approximately four learners per group) to understand development of own counselling skills and how to improve outcomes. Tutor works with a different group each week.
Assignment 7: Journal entries, case study
'Check-out' at end of each session where learners have the opportunity to say briefly how they are.
Review of unit and programme of assignments.

Assessment

Evidence of learning outcomes can be in the form of role play, video and audio-tapes with transcripts and process notes of the sessions. Role play and simulations need to be focused, to enable learners to acquire appropriate skills and demonstrate the Egan three-stage model. Assessment should be peer-, self- and tutor-based and should be progressive. Tutors and learners should keep a record of the skills demonstrated as the programme progresses.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 3.1, 4.2, 5.1, 6.3, 7.1, 7.2, 7.3	Journal or other tutor-set written/recorded piece(s)		Journal or other tutor-set written/recorded piece(s)
2.1, 4.1, 4.2, 6.1, 6.2	Skills practice	Tutor presents learners with role-play scenarios for client in initial, middle and ending stages of counselling.	Tutor and/or peer observation

Criteria covered	Assignment title	Scenario	Assessment method
2.1, 4.1, 4.2, 6.2, 6.3, 7.1, 7.2, 7.3	Case study or journal/other tutor-set piece(s) of written/recorded evidence (see above)	Learners engage in peer counselling for 4-6 sessions (possibly outside of classroom), attend class-based supervision group and write up as a case study. NB It is best if learners do not change roles in pairs but counsel a different peer from the one who counsels them. It is very important to ensure that no learner is in the same supervision group as their 'client'.	Written/recorded case study or journal or other tutor-set piece(s) of written/recorded evidence

Essential resources

Tutors must be experienced counselling skills trainers, having undertaken counselling skills training beyond the level required for this unit.

An appropriately furnished room ensuring privacy should be available. It should also be large enough to allow for practical assessment. Smaller rooms would be useful for triadic groups (practising client/counsellor/observer). At this level learners should not be practising counselling with real clients. Learners should also have access to video/audio equipment.

Key texts, journals and videos should be available in the centre library.

Indicative resource materials

Textbooks

Egan G – *The Skilled Helper* (Wadsworth, 2009) ISBN 9780495604310

Egan G – *Exercises in Helping Skills, a Training Manual to Accompany The Skilled Helper* (Houghton Mifflin, 2009) ISBN 9780495806325

Ellin J – *Listening Helpfully: How to Develop Your Counselling Skills* (Souvenir Press, 1998) ISBN 9780285632080

McLeod J – *Counselling Skill* (Open University Press, 2007) ISBN 9780335218097

Sanders P, Wilkins P and Frankland A – *Next Steps in Counselling Practice* (PCCS Books, 2009) ISBN 9781898059660

Sutton J and Stewart W – *Learning to Counsel* (How to Books, 2008) ISBN 9781845283254

Journal

Therapy Today – Available from the British Association for Counselling and Psychotherapy

Website

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

Unit 2: Theoretical Approaches in the Use of Counselling Skills

Unit code:	**L/502/8239**
Level 3:	**BTEC Specialist**
Credit value:	**10**
Guided learning hours: 70	

Unit aim

This unit will enable learners to explore key elements of the main theoretical approaches to counselling and consider the use of an integrated approach.

Unit introduction

This unit presents a balanced approach to the three main 'roots' of counselling and to the integrative approach. Learners will develop their own evaluation of differing models and come to understand the implications of theory for counselling practice.

Learners will also consider how the study of counselling theory has developed their understanding of self and influenced their approach to 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 core concepts of the main theoretical approaches to counselling	1.1 Explain key characteristics and concepts of: • humanistic theory • psychodynamic theory • cognitive-behavioural theory 1.2 Summarise the key strengths and limitations of the three main approaches to counselling

Learning outcomes		Assessment criteria	
2	Understand what is meant by the integrative model	2.1	Explain the concept of the integrative model
		2.2	Assess the advantages and disadvantages of the integrative model
3	Understand the importance of counselling theory	3.1	Explain the role of theory in relation to helping relationships
4	Be able to apply core theories in the use of counselling skills	4.1	Demonstrate how to apply core theories when using counselling skills
		4.2	Assess the impact of applying core theory to interactions
5	Be able to self-reflect using theoretical approaches	5.1	Reflect on ways in which the study of counselling theory has developed their understanding of self
		5.2	Explain how this informs own approach to counselling

Unit content

1 **Understand core concepts of the main theoretical approaches to counselling**

Psychodynamic theory

Freud: id, ego and super-ego (personality theory); tension and conflict; anxiety and ego defence mechanisms; the psychosexual stages of development – oral, anal, phallic; latency and the genital stages; Oedipus complex

The model: the unconscious; repression and resistance; interpretation; free association; projection; transference; countertransference; the interpretation of dreams

Cognitive-behavioural theory

Ellis: rational-emotive behavioural therapy; rational and irrational thinking; the ABCDE model

The model: language; irrational beliefs; changing irrational beliefs; the therapeutic relationship; techniques of rational-emotive counselling (homework, diary)

Beck: image of the person; conceptualisation of psychological disturbance and health; faulty and adaptive information processing; depression and anxiety; negative automatic thoughts; the cognitive schema; underlying assumptions

Four-stage problem solving: conceptualisation; therapeutic strategy; choosing a tactic or technique; assessing the effectiveness of the technique

Humanistic theory

Rogers: the six necessary and sufficient conditions; 'core conditions' – congruence, unconditional positive regard, empathy

The model: self-discovery, personal growth and self-development; acknowledging choices; whole life experiences; combining past, present and future

Personality theory: the actualising tendency; the self-concept; the organismic self; the therapeutic relationship; outcomes of therapy; other humanistic ideas approaches eg Maslow's hierarchy of needs, Gestalt therapy

Strengths and limitations of theories: ability to generalise; dealing with cultural variations; ethical issues; socio-political contexts; scientific basis

2 **Understand what is meant by the integrative model**

What is meant by integration: difference between eclecticism and integration; how integration can be achieved; example(s) of integration – Transactional Analysis, Cognitive Analytic Therapy, Merton Gill, Heinz Kohut, Michael Kahn, Hill's three-stage model, Petruska Clarkson

Advantages of integration: advantages over single theory approaches; addressing cognition, effect and behaviour

Disadvantages of integration: danger of emerging with a 'hodgepodge' of unamalgamated theories; lacking systemic empirical validation

3 **Understand the importance of counselling theory**

Role of theory: eg informs perception of client issues/problems, benefits; as a basis for skills; limitations; over-reliance on theory

4 **Be able to apply core theories in the use of counselling skills**

Application of core theories: use of 'core conditions' – empathy, unconditional positive regard, congruence, non-directive approach; free association; linking past to present; recognising ego defences; recognising and working with transference/countertransference; identifying negative irrational thoughts and their impact; identifying underlying assumptions/schema; collaborating with the client in order to find alternative meanings/interpretations; examining problem maintenance behaviour; Socratic questioning; setting homework

Impact: reflection/analysis of impact of practising counselling skills embedded in the three main approaches

5 **Be able to self-reflect using theoretical approaches.**

Reflection: changes in self and self-understanding as a result of study of counselling theory; impact of changes in self and self-understanding on own use of counselling skills

Essential guidance for tutors

Delivery

This unit provides an introduction to the three main theoretical approaches.

Learners need to explore the importance of the three approaches to inform their developing counselling skills practice. Exploration of how theory is relevant to a counsellor and how this informs their practice is essential. Input should centre around the core concepts of the three approaches, identifying similarities and differences and with an emphasis on the critical analysis of each theoretical approach. Learners should explore the uses of theory in relation to a workplace setting. Tutors should encourage open debate about integrative models.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand core concepts of the main theoretical approaches to counselling
Humanistic theory – tutor-led, whole-class discussions, small-group discussions with plenary, pair work. Watch video of humanistic practitioner at work or tutor demonstrates in 'goldfish bowl'. Learners apply concepts to understanding of self in pair work and journals. Skills practice in triads. Tutor handout to stimulate discussion regarding strengths and weaknesses or learners asked to research strengths and weaknesses in preparation for discussion.
Psychodynamic theory – tutor-led, whole-class discussions, small-group discussions with plenary, pair work. Watch video of practitioner at work, eg Richard (see support materials). Learners apply concepts to understanding self in pair work and journals. Skills practice in triads. Tutor handout to stimulate discussion regarding strengths and weaknesses or learners' research strengths and weaknesses in preparation for discussion.
Cognitive-behavioural theory – tutor-led, whole-class discussions, small-group discussions with plenary and pair work. Watch video of practitioner at work, eg Ellis working with Gloria (see support materials). Learners apply concepts to understanding self in pair work and journals. Skills practice in triads. Tutor handout to stimulate discussion regarding strengths and weaknesses or learners research strengths and weaknesses in preparation for discussion.

Assignment: Strengths and weaknesses of different approaches
Learning outcome 2: Understand what is meant by the integrative model
Tutor presents information and provides handouts/references to read on (a) what is meant by integration (b) examples of integration. Learners could research and present information on different integrative models, eg Transactional Analysis, Cognitive Analytic Therapy, Merton Gill, Heinz Kohut, Petruska Clarkson.
Small-group discussion followed by plenary and tutor input on advantages and disadvantages of integration.
Assignment: Advantages and disadvantages of an integrated approach
Learning outcome 3: Understand the importance of counselling theory
Tutor input and class- or small-group discussion followed by plenary on role of theory in relation to practice.
Assignment: Journal entries
Learning outcome 4: Be able to apply core theories in the use of counselling skills
Skills practice focusing on a range of interventions from different models in triads with record of peer and tutor observation and feedback.
Reflection/analysis of impact of applying interventions derived from different approaches.
Assignment: Skills practice, journal entries
Learning outcome 5: Be able to self-reflect using theoretical approaches
Pair work reflecting on ways in which study of counselling theory had developed self-understanding and how this informs own approach to using counselling skills. Plenary.
Assignment: Journal entries
Review of unit and programme of assignments.

Assessment

Evidence of learning outcomes can be in the form of written/recorded evidence (eg journal/report) and observed skills practice. Learners should be encouraged to reflect on aspects of their personal history that are connected to the main three theoretical approaches, as well as the likely impact of each approach on themselves and on 'clients'. Learners should provide evidence of the similarities and differences between these approaches and their strengths and weaknesses. Tutors should encourage learners to discuss the advantages and disadvantages of an integrative approach.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2	The key strengths and limitations of the three main approaches to counselling		Written/recorded evidence
2.1, 2.2	The advantages and disadvantages of an integrative approach to counselling		Written/recorded evidence
3.1, 4.2, 5.1, 5.2	Journal entries		Journal entries
4.1	Skills practice		Tutor/peer observation

Essential resources

Tutors should have knowledge of the three theoretical approaches to counselling, be qualified practitioners and understand eclecticism and integration. The centre library should provide key texts.

An appropriately furnished room ensuring privacy should be available, and access to video/audio equipment.

Indicative resource materials

Textbooks

Barker M, Vossler A and Langdridge D (editors) – *Understanding Counselling and Psychotherapy* (Open University Press, 2010) ISBN 9781849204767

Branch R and Wilson R – *Cognitive Behavioural Therapy for Dummies, second revised edition* (John Wiley and Sons, 2010) ISBN 9780470665411

Claringbull N – *What is Counselling and Psychotherapy?* (Learning Matters, 2010) ISBN 9781844453610

Dryden W (editor) – *Handbook of individual Therapy* (Sage Publications, 2002) ISBN 9780761969426

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

Hough M – *Counselling Skills and Theory*, *2nd edition* (Hodder Education, 2010) ISBN 9781444119930

Howard S – *Psychodynamic Counselling in a Nutshell* (Sage Publications, 2011) ISBN 9781849207461

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

McLeod J – *An Introduction to Counselling*, *4th edition* (Open University Press, 2009) ISBN 9780335225514

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

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

Padesky C A and Greenberger D – *Mind Over Mood: Change How You Feel By Changing The Way You Think* (Guilford Press, 1995) ISBN 9780898621280

Woolfe R, Strawbridge S, Douglas B and Dryden W – *Handbook of Counselling Psycholog*y, *3rd Edition* (Sage Publications, 2009) ISBN 9781847870797

Journals

Therapy Today – Available from the British Association for Counselling and Psychotherapy

Videos

Three Approaches to Psychotherapy 1: Part one – Carl Rogers, Part two – Fritz Perls, Part three – Albert Ellis, available from Psychedfilms.com

Three Approaches to Psychotherapy 3: Part three – Aaron Beck (Cognitive Therapy), available from Psychedfilms.com

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.counsellingchannel.tv	Counselling Channel

Learners must use websites with care, justifying the use of information gathered . This is particularly significant in counselling as there is a wide range of information available.

Unit 3: Working Ethically With Counselling Skills

Unit code: K/502/8233

Level 3: BTEC Specialist

Credit value: 6

Guided learning hours: 40

Unit aim

This unit will enable learners to explore the context within which counselling skills and referral processes can be used whilst maintaining ethical standards.

Unit introduction

Learners will consider an ethical framework of a recognised counselling professional body and compare it with that of another professional body or organisation. The importance of the setting in which counselling skills are used will be considered, as well as the concept of ethical referral, including the processes involved.

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 what is meant by an ethical framework	1.1	Explain the key features of a recognised ethical framework for counselling
		1.2	Compare chosen ethical framework with that of another professional body or organisation
2	Know how an ethical framework relates to the use of counselling skills	2.1	Describe how an ethical framework applies to the use of counselling skills
		2.2	Outline the competencies that are required to use counselling skills within an ethical framework
3	Understand the importance of the setting in which counselling skills are used	3.1	Compare different contexts where counselling skills are used
		3.2	Explain issues that impact on the use of counselling skills in different settings
4	Understand the concepts of ethical referral	4.1	Explain what is meant by ethical referral
		4.2	Explain reasons for referral
		4.3	Explain referral processes
		4.4	Explain when, how and why confidentiality and boundaries may be breached

Unit content

1 **Understand what is meant by an ethical framework**

Key features of recognised ethical framework for counselling: code of ethics and practice from recognised professional body eg British Association for Counselling and Psychotherapy (BACP); British Association for Behavioural and Cognitive Physiotherapists (BABCP); National Midwifery Council (NMC) British Medical Association (BMA); Chartered Society of Physiotherapists (CSP);Institute for Learning (IFL)

2 **Know how an ethical framework relates to the use of counselling skills**

Relationship between ethical principles and practice: how to apply ethical principles, including required competencies

3 **Understand the importance of the setting in which counselling skills are used**

Different contexts in which counselling skills are used: formal counselling relationship: private practice or counselling agency; schools and further/higher education; use of counselling skills in other professions eg social work, nursing, teaching, mentoring, customer services, support work, mediation, caring, childcare

Issues that impact on the use of counselling skills in different settings: confidentiality; time and place; physical environment; interruptions; nature of contract; nature of supervision – difference to line management

4 **Understand the concepts of ethical referral**

Meaning of ethical referral: in client's best interest

Reasons for ethical referral: availability; accessibility; boundary issues; limits of own competence; client request/choice; client resistance; practitioner resistance

Referral process: how to refer a client

Contexts in which confidentiality/boundaries may be breached: child protection; terrorism; drug money laundering; suicidal client; harm to self or others; court access to client records

Essential guidance for tutors

Delivery

This unit should be led by a counselling practitioner who is able to offer an insight into how ethical codes operate in 'real' counselling situations.

So that they can receive and make referrals with confidence, learners should investigate the services and support available from a range of agencies.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Understand what is meant by an ethical framework
Learners read chosen ethical framework in preparation for small-group discussion followed by plenary. (Each group can be given different ethical principles to discuss.)
It is recommended that tutors then move to learning outcome 2 and complete the suggested activities before returning to this learning outcome.
Learners download code of conduct/ethics from another professional body and compare it with another ethical code, in small groups followed by plenary. (Possibly each group could investigate a different second code.)
Assignment 1: Journal entries
Learning outcome 2: Know how an ethical framework relates to the use of counselling skills
Discussion of relationship between ethical principles and practice.
Discussion of competencies required to use counselling skills within an ethical framework.
Learners apply ethical framework to a number of scenarios in pairs or small groups followed by plenary.
Skills practice role play of scenario(s) posing ethical dilemma(s) – 'goldfish bowl' followed by practice in triads.
Either audiovisual or written case study posing ethical dilemma(s) with discussion in preparation for producing written answers or tutor-/peer-observed skills practice followed by opportunity for tutor/peers to ask questions.

Assignment 2: Case study or studies or tutor-/peer-observed skills practice role play followed by discussion
Learning outcome 3: Understand the importance of the setting in which counselling skills are used
Small-group mindmapping on different occupations in which counselling skills are used and difference between use in these contexts and formal counselling relationship. Plenary.
Tutor-led, whole-class discussion or small-group discussions/plenary on use of counselling skills within formal counselling relationship, eg private practice, counselling agency, schools and further/higher education.
Tutor-led, whole-class discussion about difference between line management/ supervision and counselling supervision.
Assignment 3: Journal entries
Learning outcome 4: Understand the concepts of ethical referral
Tutor input on meaning of ethical referral. Whole class or small group discussion/plenary on possible reasons for referral. Tutor input on referral processes including ethical considerations involved in accepting and making referrals.
In small groups learners research agencies to which they could refer clients with a variety of issues (eg addiction, domestic violence, survivors of sexual abuse, eating disorders, serious health conditions, etc) and pool their information to produce referral list to be shared with whole class.
Tutor input/class discussion on contexts in which confidentiality and boundaries may be breached. Discussion of scenarios in small groups.
Assignment 4: Journal entries, list of agencies to which a client might be referred
Review of unit and programme of assignments.

Assessment

Evidence of outcomes may be in the form of role play, presentations, assignments, and projects. Learners should keep a journal.

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 codes of ethics might work in practice could be created. All evidence should show a critical and evaluative approach.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	Journal entries		Written/recorded journal
2.1	Case study or studies Or ethical dilemma skills practice role play	Learners presented with an audiovisual or written case study(ies) posing one or more ethical dilemmas with questions about issues raised and how they might respond. Learners presented with a role-play scenario in which they are counselling a client who poses an ethical dilemma(s).	Written/recorded answers Tutor-/peer observation and questioning
4.3	Referral list	Learners produce a list of sources of help, including agencies, to which a client with a specific issue could be referred.	Written/recorded list

Essential resources

Copies of the BACP ethical framework should be available. The centre library should provide other key texts.

Examples of supervisors' placement contracts and client contracts may also be helpful. Practitioners as visiting speakers would be useful.

Access to audio and video equipment will be needed

Indicative resource materials

Textbooks

Barker M, Vossler A and Langdridge D (editors) – *Understanding Counselling and Psychotherapy, Chapters 10 and 11* (The Open University/Sage Publications, 2010)
ISBN 9781849204767

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

Dryden W – *Issues in Professional Counsellor Training* (CIPG, 1995)
ISBN 9780304329762

Feltham C and Horton I (editors) – *The Sage Handbook of Counselling and Psychotherapy, second edition* (Sage Publications, 2006) ISBN 9781412902755

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

Shillito-Clarke C – 'Ethical Issues in Counselling Psychology' from *Handbook of Counselling Psychology, third edition* (Sage Publications, 2009)
ISBN 978184870797

Journal

Therapy Today – available from the British Association for Counselling and Psychotherapy

Website

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

Unit 4: Counselling Skills and Diversity

Unit code: L/502/8225

Level 3: BTEC Specialist

Credit value: 6

Guided learning hours: 40

Unit aim

This unit will enable learners to explore the implications of applying counselling skills in a diverse society.

Unit introduction

Learners will consider issues of discrimination, difference and diversity in order to understand the importance of practising counselling skills in a non-discriminative, culturally sensitive manner.

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 meaning of discrimination	1.1 Explain ways in which people experience discrimination
	1.2 Evaluate own experiences or observations of possible discrimination
2 Understand issues of diversity	2.1 Assess how diversity impacts on the counselling relationship
	2.2 Analyse examples from own experience where they have encountered issues of difference and diversity
	2.3 Evaluate how awareness of diversity has impacted on own development and application of counselling skills

Learning outcomes	Assessment criteria
3 Understand power issues within the counselling process	3.1 Explain the role differences between counsellor and client
	3.2 Explain the inherent power differences and perceptions of power, based on these role differences
	3.3 Explain legal aspects of anti-discriminatory practice

Unit content

1 **Understand the meaning of discrimination**

Forms of discrimination: direct, indirect; marginalisation; 'invisibility'; economic; political; legal; institutional; issues of powerlessness

Own experiences or observations of possible discrimination: being in a minority or treated as different; discriminated against due to any of the following factors: economic, legal, political, gender, sexual orientation, gender re-assignment, ethnicity/race, ageism, disability/differently able

2 **Understand issues of diversity**

Diversity and counselling: impact of own values on the practice of counselling skills; impact of diversity on the use of counselling skills; socio-cultural issues: social class; race and culture; gender and sexuality; gender re-assignment; age; disability; multicultural counselling; feminist therapy/counselling; lesbian gay affirmative therapy/counselling; key issues in ethnic/gender matching of counsellor and client

Own experience of diversity: experience of exposure to different cultures, races, ages, sexual orientation, abilities, religions/beliefs and responses

Reflecting on diversity: impact of and advantages/disadvantages of diversity within the counselling relationship; impact of awareness of diversity on own development and application of counselling skills

3 **Understand power issues within the counselling process**

Role differences between counsellor and client: power dimensions of different types of counselling relationship embedded within different counselling approaches

Power differences and perception: possible effect of power differences within the counselling relationship; the role of the counsellor/counselling skills in facilitating client empowerment

Legal aspects of anti-discriminatory practice: Current and relevant versions of the following: Race Relations Acts (1965, 1968, 1976); Race Relations Amendment Act 2000; Race Relations Act 1976 (Amendment) Regulations 2003; Equal Pay Act 1970 and Amendment Regulations 1983; Sex Discrimination Acts (1975, 1986), Sex Discrimination (Gender Reassignment) Regulations 1999, Disability Discrimination Act 1995, Religion and Belief Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003; Employment Equality (Age) Regulations 2003; Equality Act 2010

Essential guidance for tutors

Delivery

Tutors should use both formal and informal teaching styles in delivering this unit. Formal teaching methods can include lectures and handouts as a basis for debate and discussion. The more informal methods of teaching can incorporate role-play situations where counselling skills can be practised.

Learners should be encouraged to reflect on their impact on other group members and their learning on the course. Learners should offer and seek continuous feedback from both within and outside the course. Learners must have a commitment to equal opportunities, non-discriminatory practice and multicultural counselling.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of assignments.
'Check-in' at beginning of each session and 'check-out' at the end of each session enabling learners to briefly say how they are with a particular focus on their learning during this unit.
Learning outcome 1: Understand the meaning of discrimination
Tutor-led, whole-class discussion or discussion in small groups and plenary on meaning and types of discrimination, followed by small-group discussion of a number of scenarios illustrating different forms of discrimination. Plenary.
Class could watch '*A Class Divided*' video/DVD of Jane Elliott's famous experiment, followed by discussion (see resources).
Pair work reflecting on own experience(s) of feeling different, being part of a minority, possible discrimination, followed by plenary.
Assignment 1: Journal entries
Learning outcome 2: Understand issues of diversity
Individual reflection on own values. Tutor provides stimulus material. Learners share in pairs followed by plenary.
Individual reflection on own values and prejudices and how it might impact on client work – tutor presents a number of scenarios, learners assess their responses. Share in pairs followed by plenary.
Individual reflection on own experience of exposure to different cultures and working with people of different ages, races, sexual orientations. Share in pairs followed by plenary.

Impact of difference and diversity on use of counselling skills. Learners given a range of photos of potential clients with different characteristics and asked to say who they would find it easiest/hardest to work with and why. Then asked to consider which potential clients would possibly find it easiest/hardest to work with them and why. Plenary.
Pair work – each learner talks for a few minutes about an experience that the listener is likely to be familiar with (perhaps due to a similarity in their backgrounds, ethnicity, age, sexual orientation, gender, etc). Then each learner talks for a few minutes about an experience the listener is likely to be unfamiliar with (perhaps due to a difference in backgrounds, ethnicity, age, sexual orientation, gender etc). Each pair then pairs up with another pair to make a group of four to share their experiences with this exercise.
Learners reflect on and discuss the implications of counsellor client similarity and difference. Learners consider whether as a client they would prefer to work with someone of the same race/gender/age/sexuality as themselves and how, if they were a counsellor, their socio-cultural characteristics might be perceived by and impact on the client.
Tutor input on counselling and socio-cultural issues and their relevance to the practice of counselling skills, focusing on race, culture, gender and sexuality. Learners given material to read on ethnic matching of counsellor and client (see resources) and gender matching of counsellor and client. Discussion in small groups of the advantages and disadvantages of difference within a counselling relationship using examples of ethnic and gender matching of counsellor and client. Plenary.
Learners reflect on how awareness of diversity had impacted on own development and application of counselling skills. Share in pairs. Plenary.
Assignment 2: Journal entries
Learning outcome 3: Understand power issues within the counselling process
In small groups learners invent a scenario to illustrate a situation in which the legislation they have researched would apply. Presentation of scenarios to class for discussion of how the legislation might apply. Learners given stimulus material to read on the different types of relationships found within different counselling/therapy approaches followed by consideration of the differing role and degree of egalitarianism embodied in each approach/type of relationship.
Discussion in small groups of possible impact of power differences in the counselling relationship (some of this will be a recap of material covered earlier). Small-group discussion of the role of the counsellor/counselling skills in facilitating client empowerment. Plenary.
Role play of counselling session with client who tries to get the counsellor to tell them what to do. Counsellor's aim is to empower client to come to their own decision. Plenary.

Tutor gives information on some legal aspects of anti-discriminatory practice, eg to outline main relevant content of two or three pieces of relevant legislation.
Work in small groups. Each group researches main relevant points covered in one further piece of legislation to present to class.
Learners given a number of scenarios to discuss in small groups in order to discover which piece of anti-discrimination legislation would apply to each situation and how it is relevant.
Assignment 3: Journal entries
Review of unit and programme of assignments.

Assessment

Evidence of learning outcomes could be in the form of a journal, written questions and role play.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	Journal entries		Written journal

Essential resources

Tutors should be experienced counselling skills trainers, having undertaken counselling skills training beyond the level required for this unit.

An appropriately furnished room ensuring privacy should be available. It should also be large enough to allow for practical assessment. Smaller rooms would be useful for triadic groups (practising client/counsellor/observer). At this level learners should not be practising counselling with real clients. Learners should have access to video/audio equipment.

The centre library should provide key texts, journals and videos.

Indicative resource materials

Textbooks

Barker M, Vossler A and Langdridge D (editors) – *Understanding Counselling and Psychotherapy, Chapters 10 and 12* (The Open University/Sage Publications, 2010) ISBN 9781849204767

Dryden W – *Questions and Answers on Counselling in Action* (Sage Publications, 1993) ISBN 9780803988590

Feltham C and Horton I – *The Sage Handbook of Counselling and Psychotherapy, second edition* (Sage Publications, 2006) ISBN 9781412902755

Lago C and Smith B (editors) – *Anti-Discriminatory Practice in Counselling and Psychotherapy* (Sage Publications, 2010) ISBN 9781848607699

Marshall S – *Difference and Discrimination in Psychotherapy and Counselling* (The School of Psychotherapy and Counselling) (Sage Publications, 2004) ISBN 9781412901185

McLeod J – *An Introduction to Counselling* (Open University Press, 2009) ISBN 9780335225514

Palmer S (editor) – *Multicultural Counselling: A Reader* (Sage Publications, 2001) ISBN 9780761963769

Journal

Therapy Today – available from the British Association for Counselling and Psychotherapy

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.concordmedia.co.uk	Caring professions resources

Unit 5: Counselling Skills and Personal Development

Unit code:	**L/502/8242**
Level 3:	**BTEC Specialist**
Credit value:	**6**

Guided learning hours: 40

Unit aim

This unit will enable learners to reflect on their personal development and the way in which they interact with others.

Unit introduction

Learners will develop awareness of themselves as individuals and as members of the training group. They will also consider the impact of increased self-awareness on their use of counselling skills and how this may shape the development of a personal development plan.

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 Know own development needs	1.1	Identify own personal development needs
	1.2	Explain the importance of continued self-development for those using counselling skills

Learning outcomes	Assessment criteria
2 Understand process of personal development	2.1 Analyse the impact of personal development on counselling skills practice
	2.2 Explain why feedback is an essential component of personal development
	2.3 Evaluate how using counselling skills has influenced/influences own personal development
	2.4 Evaluate ways to overcome barriers to personal development and self-awareness
3 Understand group dynamics	3.1 Reflect on own role(s) and function(s) within a group
	3.2 Reflect on impact of group on self
	3.3 Reflect on impact of self on group
4 Understand impact of personal development on others	4.1 Evaluate own self-awareness and how it has evolved
	4.2 Explain impact of own personal development on others
5 Be able to plan self-development	5.1 Determine personal development needs and goals
	5.2 Construct a personal development plan

Unit content

1 **Know own development needs**

Needs: necessity for personal development to be balanced, comprehensive and compatible with personal philosophy and practice; effect of personal development on use of counselling skills and on personal style; benefits of having a personal development plan; value of personal counselling/therapy; role and value of supervision; contribution of others, eg supervisor, teacher, peers, clients, professionals in sector

Importance of self-development: necessity to develop and maintain professional competence, updating; safeguarding clients' interests; meeting requirements of professional bodies eg British Association for Counselling and Psychotherapy (BACP)

2 **Understand process of personal development**

Impact of personal development on use of counselling skills: developing increased awareness of self and others; helping identify and work on 'blind spots'; increasing competence and ability to be present and stay with client

Importance of feedback to personal development: rewarding competence; raising awareness of and helping overcome 'blind spots'; identifying areas for development

How using counselling skills influences own personal development: increased awareness of self and others; increased acceptance of self; increased understanding, tolerance and acceptance of a wide range of client presentations, behaviours

Overcoming barriers: researching opportunities; finances; SWOT analysis; force field analysis; SMART targets

3 **Understand group dynamics**

Own role and functions in group: initiator; follower; encourager; observer; mediator; energiser; help seeker; dominator; aggressor; recognition seeker; information giver; opinion giver; cooperating; expressing group feelings; withdrawing; degrading; being uncooperative; engaging in side conversations

Impact of group on self: raising awareness of self and others; developing bonds; giving and receiving support; being challenged

Impact of self on group: group process; individual's role as part of training group; confidentiality; boundaries; understanding differences between process and content; repeating patterns of behaviour; interpersonal style; role and function

4   **Understand impact of personal development on others**

Evaluation of self-awareness: Johari window; utilising feedback; how own self-awareness has developed

Impact of self-development on others: giving and receiving feedback; reflecting on style of interacting with clients and colleagues and how this may have changed; effects of interaction on others; awareness of own biases, particularly with reference to equal opportunity issues; self as learner, person, counsellor

5   **Be able to plan self-development**

Self-development needs and goals: audit of current level of skill, evaluation of own strengths and weaknesses; using constructive criticism; action planning to address weaknesses; building on strengths; formulating goals

Planning for personal development: training needs analysis; individual's training requirements for a specified period of time; areas of common training; areas of mandatory training; formal training; off-the-job training; informal training; on-the-job training; staff concerned; groups or individuals; dates and venues; resources; prioritising; SMART targets

Essential guidance for tutors

Delivery

This unit can be delivered through a combination of group, pair and individual structured activities.

Three factors need to be considered:

- 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 not allow learners to use it for personal therapy. The outcomes may well be therapeutic, but facilitators have a responsibility to ensure that the group retains its learning focus. This is a boundary issue and facilitators should ensure and model good practice in this respect

- individual learners and facilitators should make a clear commitment to confidentiality. 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 awareness.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to unit and programme of assignments.
Learning outcome 1: Know own development needs
Importance of self-development – mindmapping in groups followed by plenary and tutor input. Tutor to give information on continuing professional development (CPD) requirements of relevant professional bodies, eg British Association for Counselling and Psychotherapy (BACP).
Necessity for personal development to be balanced, comprehensive and compatible with personal philosophy and practice. Tutor-led, whole-class discussion.
The effect of personal development on the use of counselling skills and on personal style. Small-group discussion/plenary.
The value of personal therapy – small-group discussion/plenary. The role and value of supervision – tutor input followed by exercise in small groups in which learners are given a case scenario to 'supervise'.

Contribution of others: supervisor, teacher, peers, clients, professionals in sector etc. Small-group discussion followed by plenary.
Learners begin to think about own personal development needs and share it in groups of three.
Assignment: Written/recorded journal, personal development plan
Learning outcome 2: Understand process of personal development
Impact of personal development on use of counselling skills – small-group discussion followed by plenary.
Importance of feedback to personal development – small-group discussion followed by plenary. Learners then practise eliciting and giving feedback, possibly using Johari window as a model.
Pair work evaluating how using counselling skills has influenced own personal development – learners given prompts for consideration.
Potential barriers to personal development – learners conduct force field and/or SWOT analysis in pairs. Tutor input on researching opportunities. Individual work on personal development plan using action planning, including SMART targets.
Assignment: Written/recorded journal, personal development plan
Learning outcome 3: Understand group dynamics
Interaction between self and group – confidentiality and boundaries to be addressed when setting up group contract before starting the first process group.
Understanding the differences between process and content – group discussion followed by exercise in pairs.
Process group – suggested that group runs for part of each session during coverage of this unit.
Own role and functions in group – role play to encourage awareness of differing roles in group (see resources). Individual reflection on role/functions the learner tends to play within the group and in relation to other group members.
Interaction between self and group. Repeating patterns of behaviour, interpersonal style, role and function. Group plenary on experience in role play and reflection afterwards.
Impact of group on self. Individual reflective exercise on impact of group on self – tutor provides questions to prompt reflection. Share in pairs.
Assignment: Journal entries
Learning outcome 4: Understand impact of personal development on others
Evaluation of own self-awareness and how it has evolved.
Models of human personality, development, motivation and needs – tutor input/whole-class and small-group discussion with plenary.
Timeline exercise with focus on developing self-awareness.
Reflective exercise on how self-awareness has evolved during life of course so far.

Giving and receiving feedback – tutor input/handout followed by practice in pairs or small groups. Feedback to whole group.
Impact of own personal development on others. Tutor provides handout of article/research, or illustrative scenario on impact of counselling training on trainees with focus on impact on learner's relationships. Whole-class discussion followed by individual reflective exercise. Plenary.
Assignment: Journal entries
Learning outcome 5: Be able to plan self-development
The need for a personal development plan – whole-class discussion/plenary.
Self-development goals – individual audits of current level of skill, whole-class discussion on positive benefits of constructive criticism and potential blocks to giving and receiving it. Learners elicit feedback from several peers to aid evaluation of own strengths and weaknesses.
Planning self-development – tutor input and whole-class discussion on areas of common training, areas of mandatory training, formal training, off-the-job training, informal training, on-the-job training. Individual training needs analysis. Tutor introduces action planning to address weaknesses, build on strengths and formulate goals/SMART targets. Learners to complete personal development plan to include the staff concerned, groups or individuals, dates and venues, resources, SMART targets.
Assignment: Personal development plan
Review of unit and programme of assignments.

Assessment

Evidence of learning outcomes should be in the form of a personal reflective learning journal and a personal development plan. The content of the journal should be confidential between tutor and learner but evidence will be needed that the learner has met the criteria. The suggested criteria for the 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.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the criteria in the assessment grid. This is for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 2.4, 5.1, 5.2	Personal development plan		Written/recorded plan
1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	Journal entries		Written/recorded journal

Essential resources

An experienced group facilitator will be needed. The centre library should provide key texts and other reference materials.

An appropriately furnished small room will ensure the necessary privacy. Tutor input will be needed on two models of groups – group dynamics and group behaviour (eg Bion's Model, Schutz's Model, Tuckman's Model).

Indicative resource materials

Textbooks

Horton I (editor) – *The Needs of Counsellors and Psychotherapists: Emotional, Social, Physical, Professional* (Sage Publications, 1997) ISBN 9780761952992

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

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

Journal

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

Websites

www.bacp.co.uk	British Association for Counselling and Psychotherapy
www.community4me.com/roleplay.html	Group dynamics and community building

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications (Joint Council for Qualifications (JCQ))*

- *Equality Policy (Pearson)*

- *Recognition of Prior Learning Policy and Process (Pearson)*

- *UK Information Manual (Pearson)*

- *UK Quality Vocational Assurance Handbook (Pearson).*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at qualifications.pearson.com

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website, qualifications.pearson.com

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 on our website: qualifications.pearson.com

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: qualifications.pearson.com. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit: qualifications.pearson.com

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit, qualifications.pearson.com/en/support/contact-us.html

Annexe A

Wider curriculum mapping

Pearson BTEC level 3 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 an issue in relation to environments in which helping skills are used. Learners will consider their own health and safety, how to identify risks and hazards and how to minimise them.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities.

Wider curriculum topic map					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Spiritual, moral, ethical…					3
Citizenship				3	
Environmental issues					3
European developments					3
Health and safety considerations	3				
Equal opportunities				3	

Annexe B

National Occupational Standards (NOS) Mapping to Level 3 Counselling Skills Units

Unit number	NOS code	NOS title
1	HSC31	Promote effective communication with, for and about individuals
	HSC 233	Relate to, and interact with, individuals
	HSC 26	Support individuals to access and use information
	HSC266	Support individuals who are distressed
	MH100	Establish and maintain the therapeutic relationship
	MH101	Manage the process of change throughout counselling
	CLG6	Use effective communication in the counselling environment
2	None	None
3	HSC 24	Ensure your own actions support the care, protection and wellbeing of individuals
4	HSC234	Ensure own actions support equality, diversity, rights and responsibilities of individuals
	CLG8	Demonstrate equality and diversity awareness when working in counselling
5	HSC23	Develop your knowledge and practice
	CLG1	Take responsibility for your own continuing personal development in counselling

National Health Service Knowledge and Skills Framework (KSF) Mapping to Level 3 Counselling Skills Units

Unit number	KSF core	Title
1	Core 6	Equality and Diversity
3	Core 1	Communications
	HWB7	Interventions and Treatments
5	Core 2	Personal and People Development