

Pearson BTEC Level 2 Award in Counselling Skills

Pearson BTEC Level 2 Certificate in Counselling Skills

Specification

BTEC Specialist qualifications

For first teaching April 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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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:

Pearson BTEC Level 2 Award in Counselling Skills (QCF)

Pearson BTEC Level 2 Certificate in Counselling Skills (QCF)

The QNs remain the same.

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All information in this specification is correct at time of publication.

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Summary of specification Issue 2 changes for: Pearson BTEC Level 2 Award/Certificate in Counselling Skills

Summary of changes made between previous Issue 1 and this current Issue 2	Page number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	3
QCF references removed from unit titles and unit levels in all units	17-47
Guided learning definition updated	11

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

Pearson BTEC Level 2 Award in Counselling Skills

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 2 Award in Counselling Skills

600/0588/9

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

This qualification is accredited by Ofqual as being Stand Alone.

Pearson BTEC Level 2 Certificate in Counselling Skills

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

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

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

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 2 Certificate in Counselling Skills

600/0596/8

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

This qualification is accredited by Ofqual as being Stand Alone.

Welcome to the BTEC level 2 qualifications in Counselling Skills

Focusing on the Pearson BTEC Level 2 qualifications in Counselling Skills

Pearson BTEC Level 2 Award in Counselling Skills

This qualification is designed to introduce counselling skills. Learners intending to become practising counsellors should progress to other BTEC qualifications. Learners will not be able to progress to employment as a counsellor on completion of this award.

The Pearson BTEC Level 2 Award in Counselling Skills is designed to provide:

- education and training for those who may use counselling skills when working with others
- opportunities for those who may use counselling skills when working with others to achieve a nationally-recognised, level 2, vocationally-specific qualification
- opportunities for learners to gain a nationally-recognised, vocationally-specific qualification to assist in entering employment in fields working with people or to progress to the Pearson BTEC Level 2 Certificate in Counselling Skills
- the knowledge, understanding and skills learners need as an introduction to counselling skills
- opportunities for learners to develop skills and techniques, personal qualities and attributes essential for successful performance in working life.

Pearson BTEC Level 2 Certificate in Counselling Skills

This qualification is designed to introduce counselling skills. Learners intending to become practising counsellors should progress to other BTEC qualifications. Learners will not be able to progress to employment as a counsellor on completion of this certificate.

The Pearson BTEC Level 2 Certificate in Counselling Skills is designed to provide:

- education and training for those who may use counselling skills when working with others
- opportunities for those who may use counselling skills when working with others to achieve a nationally-recognised, Level 2, vocationally-specific qualification
- opportunities for learners to gain a nationally-recognised, vocationally-specific qualification to assist in entering employment in fields working with people or to progress to further vocational qualifications such as the Pearson BTEC Level 3 Certificate or Diploma in Counselling Skills

- the knowledge, understanding and skills learners need as an introduction to counselling skills
- opportunities for learners to develop a range of skills and techniques, personal qualities and attributes 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 simple.

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 Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

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

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What are BTEC 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.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) 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.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, 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 2 Award

The Pearson BTEC Level 2 Award offers an engaging programme for those who seek a basic introduction to the theories and practices in counselling skills. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

Pearson BTEC Level 2 Certificate

The Pearson BTEC Level 2 Certificate offers an engaging programme for those who wish to explore beyond a basic introduction to the theories and practices in counselling skills. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

Key features of the Pearson BTEC Level 2 in Counselling Skills

The Pearson BTEC Level 2 Award and Certificate 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 skills and techniques, personal skills and attributes helpful for successful performance in working life
- achieve a nationally-recognised, level 2, 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 2 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 2 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:

Skills for Health

2nd Floor, Goldsmiths House, Broad Plain
Bristol BS 20JP

Telephone: 0117 922 1155

Fax: 0117 925 1800

Email: office@skillsforhealth.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 have rules of combination.

Rules of combination for the Pearson BTEC Level 2 qualifications

When combining units for the Pearson BTEC Level 2 in Counselling Skills, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Award in Counselling Skills

1. The Total Qualification Time (TQT) for this qualification is 80 hours.
2. The Guided Learning Hours (GLH) for this qualification is 60
3. Qualification credit value: 8 credits.
4. Minimum credit to be achieved at the level of the qualification: 8 credits.

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

Pearson BTEC Level 2 Certificate in Counselling Skills

1. The Total Qualification Time (TQT) for this qualification is 160 hours.
2. The Guided Learning Hours (GLH) for this qualification is 120
3. Qualification credit value: 16 credits.
4. Minimum credit to be achieved at the level of the qualification: 16 credits.

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

Pearson BTEC Level 2 Award in Counselling Skills

The Pearson BTEC Level 2 Award in Counselling Skills is an 8-credit and 60-guided-learning-hour (GLH) qualification consisting of 2 mandatory units.

Pearson BTEC Level 2 Award in Counselling Skills				
Unit	Mandatory units	Credit	GLH	Level
1	Using Counselling Skills	4	30	2
2	Introduction to Counselling Skills Theories	4	30	2

Pearson BTEC Level 2 Certificate in Counselling Skills

The Pearson BTEC Level 2 Certificate in Counselling Skills is a 16-credit and 120-guided learning hour (GLH) qualification consisting of 4 mandatory units.

Pearson BTEC Level 2 Certificate in Counselling Skills				
Unit	Mandatory units	Credit	GLH	Level
1	Using Counselling Skills	4	30	2
2	Introduction to Counselling Skills Theories	4	30	2
3	Diversity and Ethics in the Use of Counselling Skills	4	30	2
4	Counselling Skills and Personal Development	4	30	2

Assessment

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

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

Guidance

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

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

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

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

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

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

- current, 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.

In the Pearson BTEC level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC level 2 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 2 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 2 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 will commit to undertaking defined training and online standardisation activities.

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

Quality Assurance Guidance

Details of quality assurance for the Pearson BTEC level 2 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 2 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 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements. 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 2 qualifications in Counselling Skills are accredited 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 Criminal Records Bureau (CRB) checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the 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 Edexcel 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.

Further details are given in the policy document *Recognition of Prior Learning*, which can be found on the Pearson website (qualifications.pearson.com).

Unit format

Units have the following sections.

Unit title

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

Unit reference number

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 defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

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.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard required in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals, websites.

Units

Unit 1: Using Counselling Skills	17
Unit 2: Introduction to Counselling Skills Theories	27
Unit 3: Diversity and Ethics in the Use of Counselling Skills	33
Unit 4: Counselling Skills and Personal Development	41

Unit 1: Using Counselling Skills

Unit reference number: K/502/6966

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will enable learners to develop counselling skills in a helping relationship and learn to establish appropriate boundaries.

Unit introduction

The knowledge and skills gained from studying this unit can be used in a wide range of interpersonal contexts and are not limited to therapeutic settings. Used correctly, counselling skills can facilitate the free exchange of information and can reveal the depth of feeling others hold about the subject under discussion.

This unit enables learners to use counselling skills, and to experience the roles of helper, someone being helped, and observer. Learners will consider the value of using these skills in a helping context, and will develop awareness of important factors relating to starting and ending helping relationships.

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 To achieve each outcome a learner must demonstrate the ability to:
1 Know what core counselling skills are	1.1 Identify core counselling skills 1.2 Describe how core counselling skills can be used in a counselling relationship and in other helping activities
2 Know how to establish a helping relationship	2.1 Describe the boundaries that need to be taken into account when starting a new helping relationship 2.2 Describe how to agree objectives for a new helping relationship
3 Be able to use core counselling skills in a helping relationship	3.1 Demonstrate how to use core counselling skills in a helping relationship 3.2 Discuss how effective the use of core counselling skills have been in developing the helping relationship
4 Know how to conclude a helping interaction	4.1 Describe useful strategies for ending helping relationships 4.2 Describe the possible impact of a helping relationship ending

Unit content

1 Know what core counselling skills are

Core counselling skills: paraphrasing; reflection; summarising; allowing silence; appropriate use of questions; clarifying; summarising; use of immediacy; challenging; non-verbal communication eg eye contact, body language, mirroring, minimal encouragers eg listening sounds (mm and yeah), head nodding; use of skills to demonstrate the 'core conditions' (empathy, congruence and unconditional positive regard)

Using core counselling skills in helping and counselling activities: range of professions/occupations which use counselling skills eg teaching, mentoring, mediation, social work, nursing, care work, advice work, childcare, customer services, drug/alcohol project work, management; differences between using counselling skills within a formal counselling relationship and within other helping roles; boundaries (time, place, confidentiality, uninterrupted); expectations

2 Know how to establish a helping relationship

Boundaries: environment; of interaction; formal and informal; locality; status and limits of competence of helper eg clarifying their role and limits of competency as a trainee; referral procedures and options

Confidentiality: importance of; extent; exceptions; clinical supervision; breach of; availability eg number and length of available sessions, contact arrangements

Financial: issues eg fees payable, cancellation policy

Agreeing objectives: as part of contracting, including clarifying helpee's agenda; clarifying options including method of working; agreeing SMART objectives (Specific, Measurable, Achievable, Realistic and Time-related) where appropriate to method of working

3 Be able to use core counselling skills in a helping relationship

Skills: providing the core conditions (empathy, congruence and unconditional positive regard); processes for checking and demonstrating understanding (reflection, paraphrasing, reviewing progress); managing interactions (space to think, allowing silence, open and closed questions); challenging, use of immediacy, non-verbal communication eg eye contact, body language, mirroring, minimal encouragers eg listening sounds (mm and yeah), head nodding

4 **Know how to conclude a helping interaction**

Endings: how to recognise (time-bound, contracted, outcome based); types (abrupt, planned, phased and enforced); process of ending; reviewing progress (recognising achievements, progress and acknowledging work still to be done); saying goodbye; personal impact on helper and helpee, eg mourning the loss, indifference, relief, fearful, thankful etc; transfer/handover arrangements where appropriate

Essential guidance for tutors

Delivery

When information is contextualised and presented in an experiential way, it becomes more accessible for learners and their understanding is improved.

This unit gives learners an awareness of key counselling skills. It would be appropriate to deliver both units in the Pearson BTEC Level 2 Award in Counselling Skills together. Doing so would provide an opportunity to consider any ethical and boundary issues that arise when working in triads on skills development.

Developing support materials for an experiential course can take time. There are, however, a number of books, such as the Tolan and Lendrum (see the *Textbooks* section of this unit), which contain exercises, vignettes and case studies that may assist tutors in presenting the unit in this manner.

Companies like Concord Video (www.concordvideo.co.uk), have a range of videos available to rent or buy. These include helping interactions, which can be viewed and then critiqued from an ethical perspective.

Counselling skills lessons should contain a mixture of tutor-led presentations, videos and role-play scenarios.

Timetabling should ensure learners have time, ideally working in small groups, to reflect on the information provided and apply it to their intended use of counselling skills. They could then present their findings to the larger group.

Tutors need to stress the significant difference between the use of counselling skills and the skills set required for counselling. Under no circumstances should learners, on the basis of this qualification, act as counsellors.

At the start of the course, centres may wish to issue a warning or limit liability regarding the use of counselling skills.

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 in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities/visit.
Guest speaker: example – a professional counsellor or someone who uses counselling skills in a helping role.
Start and finish each session with a quick ‘check-in’ in which learners share how they are and any concerns they may have.
Learning outcome 1: Know what core counselling skills are
Tutor input/whole class discussion on core counselling skills followed by learners practising skills in triads (helper, helpee and observer). Tutor introduces triad work including how to give feedback (feedback sandwich). Suitable format for triad work is: 15 minutes’ practice, followed by up to 10 minutes’ feedback given in the following order: observer, counsellor, client. Suggest that this takes place over a number of sessions with each session introducing new skills and building on skills already introduced and practised.
Small-group discussion and plenary to ‘mindmap’ a range of occupational roles in which counselling skills are used.
Tutor-led, whole-class discussion, or small group discussion and plenary, on differences between the use of counselling skills in helping roles and in formal counselling relationships. This would be an appropriate point at which to have a guest speaker followed by question and answer session.
Tutor introduces the concept of empathy followed by pair work reflecting on a relationship or situation in which the learner experienced receiving empathy from another person or feeling empathy towards another person.
Empathic circle exercise – in groups of up to 10 learners. Learners sit in a circle. One learner talks about how they are feeling for a short time (up to a minute). The learner to the right of the speaker uses paraphrasing and reflection to convey empathy. This process is repeated with the learner who has just conveyed empathy speaking for up to a minute until all learners have spoken.
Tutor introduces the concept of congruence. Skills role play practising congruent responses.
Tutor introduces concept of unconditional positive regard. Individual reflection on a relationship in which the learner experienced receiving unconditional positive regard and one in which this quality was absent, focusing on what it felt like to experience this quality. Sharing in pairs followed by plenary.
At appropriate points during sessions on this learning objective tutor introduces how to write journal followed by question and answer sessions.
Assignment: Awareness of Counselling Skills

Topic and suggested assignments/activities/assessment <i>(continued)</i>
<p>Learning outcome 2: Know how to establish a helping relationship</p> <p>Learning outcome 3: Be able to use core counselling skills in a helping relationship</p>
<p>Small group discussion followed by whole class plenary on issues helper is able/not able to work with, limits of own competence, referrals and sources of support, followed by feedback to class.</p>
<p>Small groups generate list of referral options for client groups with specific problems (eg drug addiction, alcohol abuse, domestic violence, sexual abuse). Learners volunteer to type up their lists and email to tutor who can print out and distribute or email round to learners.</p>
<p>Small group discussions followed by plenary on boundaries that need to be identified when establishing a counselling relationship. Role play discussing/establishing boundaries with new helpee.</p>
<p>Whole class discussion on confidentiality – its meaning, importance and limits. Tutor to clarify information.</p>
<p>Skills practice role play in triads explaining confidentiality, in initial counselling or helping session. Plenary.</p>
<p>Tutor input/class discussion/small group discussion followed by plenary on contracting, including purpose of having a contract, clarifying helpee’s agenda, agreeing objectives, clarifying method of working, negotiating and communicating boundaries.</p>
<p>Role play/skills practice of contracting/agreeing objectives during initial helping session.</p>
<p>Pair work followed by plenary re-capping use of core counselling skills.</p>
<p>Skills practice in triads – reflection and paraphrasing.</p>
<p>Pair work discussing the use of questions, allowing space to think and allowing silence – followed by feedback to class. Skills practice in triads – the use of questions, allowing space to think and silence.</p>
<p>Small group discussion on non-verbal communication followed by plenary. Skills practice in triads – observing and using non-verbal communication.</p>
<p>Tutor introduces skills practice assessment.</p>
<p>Assignment: Using Counselling Skills</p>
<p>Learning outcome 4: Know how to conclude a helping interaction</p>
<p>Tutor presents information on different types of ending, eg time-bound, contracted, outcome based, abrupt, planned, phased and enforced.</p>
<p>Tutor-led discussion of stages of grief and mourning followed by pair work in which learners apply these stages to their own experiences of loss.</p>
<p>Tutor input on useful strategies for ending helping relationships followed by pair work in which learners select useful strategies to apply to a number of fictional clients.</p>

Topic and suggested assignments/activities/assessment <i>(continued)</i>
Skills practice in triads on ending a helping relationship (learners role play the last 15 minutes of a final session).
Assignment: Using Counselling Skills

Assessment

Learners must demonstrate their ability in using core counselling skills. The tutor/assessor could observe learners in the role of counsellor during skills practice and a witness statement could be completed as evidence. All interactions within this unit must be simulated.

Learners must demonstrate their knowledge of key aspects of counselling skills contained in the unit. Learners could do so by making verbal presentations to the group, although care needs to be taken to ensure this does not become repetitive.

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 for guidance only and it is recommended that centres either write their own assignments or adapt Pearson assignments to meet local needs and resources.

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	Awareness of Counselling Skills	Class discussion/ skills practice	Written/recorded journal
2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Using Counselling Skills	Role-plays - skills practice where learners talk to helpee to receive feedback on the effectiveness of their use of counselling skills in developing the helping relationship	Tutor and/or peer assessment Written/recorded journal

Essential resources

There should be access to appropriate accommodation with breakout rooms, particularly if the group of learners is large.

Indicative resource materials**Textbooks**

Burnard P and Morrison P – *Caring and Communicating* (Palgrave Macmillan, 1997) ISBN 9780333664391

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

Geldard D – *Basic Personal Counselling* (Free Association Books, 1998) ISBN 9781853434549

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

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

Nelson-Jones R – *Basic Counselling Skills: A Helper's Manual, 2nd Edition* (Sage Publications, 2007) ISBN 9781412947473

Sanders P – *First Steps in Counselling: A Students' Companion for Basic Introductory Courses* (PCCS Books, 2006) ISBN 9781898059516

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

Tolan J and Lendrum S – *Case Material and Role Play in Counselling Training* (Routledge, 1995) ISBN 9780415102155

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy

www.concordvideo.co.uk

Concord Video

Unit 2: Introduction to Counselling Skills Theories

Unit reference number: K/502/6630

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit learners will enable learners to develop knowledge of the three main counselling theoretical approaches enabling a link to be made between counselling theory and skills.

Unit introduction

Learners will explore key elements of psychodynamic, person-centred and cognitive behavioural counselling theories and the differences between them. They will also look at the significance of counselling theory and its relation to practice.

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 To achieve each outcome a learner must demonstrate the ability to:
1 Know elements of counselling theories	1.1 Describe key elements of psychodynamic theory 1.2 Describe key elements of person-centred theory 1.3 Describe key elements of cognitive-behavioural theory 1.4 Identify the key differences between the above theories
2 Know the significance of counselling theory	2.1 Describe how counselling theory underpins the use of counselling skills

Unit content

1 Know elements of counselling theories

Key elements of psychodynamic theory: Freud's model of the mind; importance of the unconscious; importance of the past and childhood experience; significance of dreams; importance of insight; free association; interpretation; transference and counter-transference

Key elements of person-centred theory: Rogers' 'core conditions' (congruence, empathy, unconditional positive regard); Rogers' other necessary and sufficient conditions (psychological contact, incongruence of client, that empathy and unconditional positive regard are communicated to the client); person-centred counselling as non-directive and growth oriented

Key elements of cognitive-behavioural theory: role of cognition in generating emotion; distinction between event, belief/inference and consequence of belief/inference; negative automatic thinking; irrational beliefs; use of homework with clients

Key difference between theories: in underlying view of the person; in method/s and goals; in nature of counselling relationship

2 Know the significance of counselling theory

Theory underpinning use of counselling skills: role of theory in influencing practitioner's model of health; goals and methods; style of working; type of counselling relationship

Essential guidance for tutors

Delivery

It is envisaged that tutors will use formal and informal teaching styles in the delivery of this unit. Formal teaching methods could include lectures and handouts as a basis for debate and discussion. Informal methods of teaching could include interactive discussion groups and role playing.

Learners should be encouraged to reflect on their impact on other group members, their learning on the course and the use of skills they are acquiring. Learners should offer and seek continuous feedback from both within and outside the course.

Tutors should bear in mind that there is limited time for in-depth coverage of the subject. Learners should be encouraged to read around the subject and use self-reflection to enhance their knowledge and understanding of the subject.

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 in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities/visit.
Learning outcome 1: Know elements of counselling theories
An introduction to person-centred theory – tutor input followed by small group discussions – each group given a core condition to discuss. Plenary.
Individual reflection. Learners reflect on a relationship in which they experienced the core conditions and summarise what it felt like to receive each core condition. Share in pairs or groups of three.
Conveying empathy – use of paraphrasing. Empathic circle exercise. Small groups of learners sit in a circle. The first speaker has one or two minutes to share after which the person to their right makes empathic statements. This continues around the circle until each learner has both shared and paraphrased.
Use of check-in at beginning of each session and check-out at the end of each session as opportunity to practise congruence.
Unconditional positive regard. Reflective exercise designed to encourage discussion about what is involved, eg making a distinction between a person and their behaviour. Skills practice in triads focusing on displaying unconditional positive regard.
Handout and discussion on Rogers' further necessary and sufficient conditions, particularly emphasising psychological contact. Questions to be discussed in pairs, eg how do you know when you have established psychological contact? When might it be difficult to establish/maintain psychological contact? Plenary.

Topic and suggested assignments/activities/assessment <i>(continued)</i>
Tutor input with whole-class discussion, or discussion in small groups with plenary, on basic concepts of psychodynamic theory.
Learners given scenarios/case studies and asked to identify whether id, superego or ego seems to be dominant.
Learners given case study/ies and asked to analyse possible unconscious meaning of client's dreams and/or actions to begin to form an interpretation.
Learners could role play free association with 'helper' making only minimal responses (though it is advisable to point out that, although the concept of therapist as 'blank slate' dominated early psychoanalysis, in current psychodynamic counselling the therapist takes a more active, engaged role.
Tutor input with whole-class discussion on basic concepts of cognitive behavioural theory.
Learners given case scenario involving an event, a negative automatic belief and consequences of this belief and asked to identify the activating event, the belief and the consequences. Learners 'rework' the scenario by inserting a different belief and discussing possible different consequences flowing from that belief.
Learners reflect on a situation in their own current or past experience or that of a friend/colleague, where their interpretation/belief gave rise to negative consequences and think about possible alternative explanations/beliefs that might give rise to more positive consequences.
Learners given list of common irrational thoughts and asked to identify those which they either subscribe to or have subscribed to, then to add some of their own. Asked to re-write with alternative beliefs.
Learners fill in a diary, detailing events and emotional responses, and reflect on possible alternative meanings and responses. Learners pick one real-life situation that negatively impacts on them and experiment with replacing negative beliefs with positive ones and observe responses of themselves and others.
Small-group discussion and plenary on key differences between psychodynamic, person-centred and cognitive-behavioural approaches – tutor provides questions to prompt discussion.
Assignment: Awareness of counselling theories
Learning outcome 2: Know the significance of counselling theory
Tutor-led, whole-class discussion on role of theory in counselling.
Small-group discussion and plenary. Each group could be given a different topic: eg what constitutes emotional health/wellbeing, what the goals/aim/purpose of counselling might be, why someone might enter counselling, leading into discussion of differing models of emotional health/wellbeing and ideas about what the purpose of counselling might be embedded in different counselling models.
Discussion in pairs or small groups about the different type of counselling relationship embodied in psychodynamic counselling, person-centred counselling and CBT.
Assignment: Significance of counselling theories

Assessment

Evidence may be in the form of a written journal, group discussions, presentations, observed role plays and interaction in the class-based support 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, 1.2, 1.3, 1.4	Awareness of counselling theories	Small and large group discussions	Written/recorded journal
2.1	Significance of counselling theories	Small and large group discussions	Written/recorded journal

Essential resources

There should be access to appropriate accommodation with breakout rooms, particularly if the group of learners is large.

Indicative resource materials

Textbooks

De Board R – *Counselling for Toads: A Psychological Adventure* (Routledge, 1998)
ISBN 9780415174299

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* (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* (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

Merry T and Lusty B – *Learning and Being in Person-Centred Counselling*
(PCCS Books, 2002) ISBN 9781898059530

Padesky C and Greenberger D – *Mind over Mood* (Guilford Press, 1995)
ISBN 9780898621280

Websites

www.bacp.co.uk

British Association for Counselling and
Psychotherapy

www.bps.org.uk

The British Psychological Society

www.psychotherapy.org.uk

UK Council for Psychotherapy

Unit 3: Diversity and Ethics in the Use of Counselling Skills

Unit reference number: M/502/6631

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will enable learners to gain an understanding of the contexts and ethics relevant to the use of counselling skills.

Unit introduction

The British Association for Counselling and Psychotherapy distinguishes between the use of counselling skills and the profession of counselling. This unit has been designed to encourage learners to view counselling skills, not as arbitrary, but as part of a comprehensive framework associated with and forming part of the counselling profession.

Learners will explore how counselling skills need to be practised ethically and will be introduced to ethical frameworks. Learners will be encouraged to consider how these frameworks apply to the use of counselling skills and to them personally. Levels of competence required to practise as a counsellor and the requirements of learners during progression to professional accreditation will be discussed.

Issues of equality and diversity and how they impact on the use of counselling skills will also be considered.

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 To achieve each outcome a learner must demonstrate the ability to:
1 Know how an ethical framework relates to the use of counselling skills	1.1 Identify an ethical framework 1.2 Identify key aspects of the ethical framework 1.3 Describe how the ethical framework informs own use of counselling skills
2 Know what discrimination means	2.1 Outline ways in which people experience discrimination 2.2 Describe own experiences or observations of possible discrimination
3 Understand anti-discriminatory practice	3.1 Describe key legal aspects of anti-discriminatory practice 3.2 Explain how diversity impacts on the counselling relationship 3.3 Explain ways to address difference and diversity in counselling skills practice

Unit content

1 Know how an ethical framework relates to the use of counselling skills.

Ethical frameworks: BACP (British Association for Counselling and Psychotherapy); UKCP (UK Council for Psychotherapy); BABCP (British Association for Behavioural and Cognitive Psychotherapies); BPS (British Psychological Society); NADAAC (National Association for Addiction Professionals); what the organisation offers to counsellors; what its membership and/or accreditation means to counsellors; professionalisation and its importance in using counselling skills; differences and similarities between counselling and the use of counselling skills; required level of competence and training needed to practise as a counsellor

Using counselling skills ethically in own context: how to ethically integrate the use of counselling skills into own life and working environments; progression in counselling training and the different levels of competence that are required at each level, development needs

2 Know what discrimination means

Ways in which people experience discrimination: definitions; discrimination; prejudice; stereotyping; dimensions of discrimination eg age, social class, race and ethnicity, religion or belief, gender (including trans-gender), sexual orientation, disability; impact of discrimination on self and others

3 Understand anti-discriminatory practice

Key legal aspects of current, relevant anti-discriminatory practice: main elements of eg Equal Pay Act 1970; Sex Discrimination Act 1975; Race Relations Act 1976; Disability Discrimination Acts 1995, 2005; Employment (Age) Regulations 2006; Equality Acts 2006, 2010; impact of diversity on the counselling relationship; impact of counsellor's characteristics and values; matching of client and counsellor; strategies to address difference eg use of immediacy

Essential guidance for tutors

Delivery

It is envisaged that tutors will use formal and informal teaching styles in the delivery of this unit. Formal teaching methods could include lectures and handouts as a basis for debate and discussion. Informal methods of teaching could include role play.

Learners should be encouraged to reflect on their impact on other group members, their learning on the course and the use of skills they are acquiring. Learners should offer and seek continuous feedback from both within and outside the course. Tutors should use role play to enable learners to become familiar with and to make use of counselling skills.

Tutors will need to help establish a class-based personal and professional development group that will enable learners to present reflections on their ethical use of counselling skills to peers. The group should establish terms and conditions, including issues of privacy and confidentiality.

Tutors should bear in mind that there is limited time for in-depth coverage of the subject. Learners should be encouraged to read around the subject and use self-reflection to enhance their knowledge and understanding of the subject.

Tutors should stress to learners that this is a learning environment and not a therapy group, so they should be cautious in what they disclose and not bring up issues that will cause them undue emotional distress. If learners are struggling with their personal development on the course, the idea of personal therapy can be introduced.

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 in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities/visit.
Learning outcome 1: Know how an ethical framework relates to the use of counselling skills
Class discussion on role of professional bodies, eg BACP, UKCP, BPS, NADAAC.
Class recap on the differences and similarities between formal counselling and the use of counselling skills in other contexts.
Group work and plenary on BACP ethical framework.
Pair work on how learners might respond to a number of ethical dilemmas with feedback to whole group.

Topic and suggested assignments/activities/assessment <i>(continued)</i>
'Goldfish bowl' role play, ie 'counsellor' and 'client' work in the middle of the room with the rest of the group participating if/when the 'counsellor' asks for help with client presenting an ethical dilemma followed by class discussion.
Role play in triads – client/s presenting ethical dilemma/s.
Assignment: Ethical frameworks
Learning outcome 2: Know what discrimination means
Tutor-led, whole-class discussion on definitions of discrimination, prejudice and stereotyping.
Each small group of learners researches and presents findings on one of the following: age, social class, race and ethnicity, religion or belief, gender (including trans-gender), sexual orientation or disability. Learners can be given guidance about what aspects to research, eg in what ways does chosen group experience discrimination? Main aspects of relevant anti-discriminatory legislation.
Reflective exercise followed by sharing in pairs on own possible experience of discrimination.
Assignment: Forms of discrimination/own experience of discrimination
Learning outcome 3: Understand anti-discriminatory practice
Small group presentations as above which include key aspects of relevant anti-discrimination legislation.
Reflective exercise exploring learners' possible responses to working with counsellors with diverse characteristics. Sharing in pairs followed by whole group discussion.
Tutor input on ways of addressing difference within the counselling relationship, eg 'goldfish bowl' to demonstrate use of immediacy followed by learner practice in triads.
Assignment: Anti-discriminatory practice

Assessment

Evidence may be in the form of a written journal, written questions, group discussions, presentations, observed role plays and interaction in the class-based support 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, 1.2, 1.3	Ethical Frameworks	Tutors provide one or more scenarios involving an ethical dilemma in relation to a counselling interaction.	Tutor observation. Written/recorded learner reflections
2.1, 2.2	Forms of discrimination Own experience of discrimination	Small groups to research and present findings on one group who may experience discrimination according to eg age, social class, race and ethnicity, religion or belief, gender (including trans-gender), sexual orientation, disability. Discussions in pairs	Presentation – each learner contributes to presentation. Learners may provide a written/recorded copy of their contribution to aid assessment. Reflective written/recorded evidence. Reflective written/recorded evidence.
3.1, 3.2, 3.3	Anti-discriminatory practice	Learners role play addressing issues of difference within the counselling relationship. Learners role play scenario where 'counsellor' and 'client' are, for example, from different social classes, racial or	Reflective written recorded evidence.

Unit 4: Counselling Skills and Personal Development

Unit reference number: T/502/6632

Level: 2

Credit value: 4

Guided learning hours: 30

Unit aim

This unit will enable learners to reflect on their personal and future development and identify potential sources of support during the counselling process.

Unit introduction

Learners will identify personal values and beliefs and explore the impact of these on helping relationships. They will explore motivation for helping others and potential blocks to learning and listening. Learners will look at the benefits for personal development of giving and receiving feedback. They will use feedback to consider their strengths as helpers and to identify areas for development.

Learners will explore how to use different types of support available to them and will be encouraged to reflect on their own particular support needs. Through class-based exercises, learners can participate in supervision groups for case study and discussion, reflecting on their own practice in role play and recognising both their own competencies and limitations.

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 To achieve each outcome a learner must demonstrate the ability to:
1 Know how to develop self understanding	1.1 Identify own values and beliefs 1.2 Outline how values and beliefs could have an effect on helping relationships 1.3 Identify own motivation for helping others 1.4 Identify own blocks to listening and learning 1.5 Describe benefits of giving and receiving feedback for personal development
2 Know personal qualities relevant to the helping role	2.1 Identify own personal skills and strengths in relation to a helping relationship 2.2 Identify areas for development in personal skills and qualities in relation to helping relationships 2.3 Describe how to develop skills and qualities in the future
3 Know how to meet own support needs	3.1 Identify own support needs in order to contribute to a helping relationship 3.2 Describe how to access own support 3.3 Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills
4 Know how self-reflection contributes to personal development	4.1 Describe own observations, thoughts, feelings and concerns when using counselling skills 4.2 Outline the benefits of self-reflection in: <ul style="list-style-type: none"> • personal development • the use of counselling skills

Unit content

1 Know how to develop self understanding

Definitions: values, beliefs; impact of helpers' and helpees' values and belief on the helping relationship

Motivation for helping others: altruism, own unresolved issues, 'wounded healer'

Blocks to listening and learning: eg distraction, tiredness, illness, physical discomfort; concerns about own performance; thinking about what to say next, emotional blocks (including own material being stimulated)

Benefits of giving and receiving feedback: opportunity to reflect on and address 'blind' areas; how to give feedback using feedback 'sandwich'; Johari window; practising giving and receiving feedback on areas of strength and 'growing edge' eg after skills practice, on basis of observation of peers during class interaction/exercises

2 Know personal qualities relevant to the helping role

Personal skills and qualities: personal skills/qualities inventory; areas for development; Maslow's theory of self-actualisation and characteristics of healthy people

3 Know how to meet own support needs

Support needs: defining own needs; how learning about and using counselling skills may change the levels of support required; peer support, supervision and personal therapy and how these may be accessed

4 Know how self-reflection contributes to personal development

Reflective practice: meaning of personal development; meaning of self-reflection and reflective practice; benefits of personal development for self and for use of counselling skills; impact that a simulated 'client's' disclosure may have on them; why some disclosures are particularly difficult to hear; issue of competences and limitations; exploring reflective practice; reflection on observations, feelings, thoughts and concerns that occur when using counselling skills

Essential guidance for tutors

Delivery

It is envisaged that tutors will use formal and informal teaching styles in the delivery of this unit. Formal teaching methods could include lectures and handouts as a basis for debate and discussion. Informal methods of teaching could include interactive experiential groups where the relationship between group members is explored and role plays.

Learners should be encouraged to reflect on their impact on other group members, their learning on the course and the use of skills they are acquiring. Learners should offer and seek continuous feedback from both within and outside the course. Tutors should use role play to enable learners to become familiar with and to use counselling skills.

Tutors will need to help establish a class-based personal and professional development/supervision group that will enable learners to present reflections on their use of counselling skills to peers. The group should establish terms and conditions, including issues of privacy and confidentiality.

Tutors should bear in mind that there is limited time for in-depth coverage of the subject. Learners should be encouraged to read around the subject and use self-reflection to enhance their knowledge and understanding of the subject.

Tutors should stress to learners that this is a learning environment and not a therapy group, so they should be cautious in what they disclose and not bring up issues that will cause them undue emotional distress. If learners are struggling with their personal development on the course, the idea of personal therapy can be introduced.

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 in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities/assessment
Introduction to the unit and induction activities/visit.
Learning outcome 1: Know how to develop self understanding
Tutor led whole class discussion of definitions of values and beliefs. Self-reflection followed by sharing in pairs. Learners can be given a number of scenarios designed to promote reflection on their own values and possible impact on the helping relationship.
Small group discussion followed by plenary on possible motivation/s for helping others, followed by quiz-style exercise encouraging learners to identify their own motivation/s.
Small group discussion and plenary on possible blocks to learning and listening.
Role play in which learners attempt to listen to peer in adverse circumstances, eg with frequent interruptions or external distractions, when seated in uncomfortable position, when tired and or hungry (eg after taxing mental exercise but before any allocated break). Plenary.
Tutor input/class discussion on how to give and receive feedback (including concept of feedback 'sandwich'). Small-group discussion and plenary or tutor-led whole-class discussion on benefits of giving and receiving feedback for personal development.
Tutor input on Johari window after which learners are asked to identify their open and hidden areas and to elicit feedback to help them identify their 'blind' area. Reflection on benefit/s of this exercise.
Assignment: Developing self understanding
Learning outcome 2: Know personal qualities relevant to the helping role
Small group discussion and plenary on personal qualities relevant to the helping role.
Personal inventory of skills/qualities/areas for development relevant to helping role. Share in pairs. Learners elicit peer feedback on strengths and growing edge regarding their personal qualities and skills relevant to the helping role.
Tutor input on how to do a SWOT analysis and devise SMART targets regarding development of skills and qualities relevant to the helping role. Learners undertake SWOT analysis and produce personal development plan using SMART targets.
Small-group discussion and plenary on support needs of helpers. Learners then identify own support needs.

Topic and suggested assignments/activities/assessment <i>(continued)</i>
Assignment: Personal skills and qualities inventory
Learning outcome 3: Know how to meet own support needs
Small group discussion and plenary on the role of peer support, supervision and individual therapy. Tutor input as necessary. Learners identify their own support needs. Tutor input/whole-class discussion on how to access support.
Learners could be asked to meet outside the learning environment to engage in a single session or series of peer counselling sessions to bring to class-based tutor/peer supervision groups. (NB It is advised that learners act as 'helper' and 'helpee' with different peers and do not swap these roles with each other. It is important that any class-based supervision group does not contain both 'helper' and 'helpee' within the same group.)
Assignment: Support needs
Learning outcome 4: Know how self-reflection contributes to personal development
Class-based supervision group/s in which learners describe and discuss their own thoughts, feelings and concerns when using counselling skills in class-based role play, peer counselling sessions or other helping role/s.
Ongoing skills practise role play with reflection on development of own skills during life of unit.
Assignment: Self-reflection and personal development

Assessment

Evidence may be in the form of a written journal, group discussions, presentations, observed role plays and interaction in the class-based personal and professional development/support group. Due to the subjective nature of much of this unit, it is envisaged that learners will be mainly assessed through a personal reflective journal to ascertain how they feel they are developing their self-awareness and self-development. Personal journals should display evidence of growth, change and ability to reflect on how they relate to other members of the group, as well as highlight areas of self-development that need further growth. Learners should be made aware that their journals will be subject to assessment. Tutors could observe supervision groups to see how self-reflective the learners are becoming.

With reference to learning outcome 4, assessment should be continuous throughout the unit allowing learners to produce evidence as they learn skills. Self-development activities require internal and external feedback so that learners can evaluate their own self-reflection and their impact on others. For this reason it is suggested that learners incorporate in their journal evidence of written or verbal feedback from other group members to validate self-reflection.

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
3.1, 3.2, 3.3	Support needs	Small group discussions	Written/recorded journal
4.1, 4.2	Self-reflection and personal development	Small group discussions	Written/recorded journal

Essential resources

Learners should be encouraged to use their interaction with others outside the course as a resource to enhance self-reflection and therefore self-awareness. However, tutors should advise caution and emphasise the competences and limitations of the learner.

There should be access to appropriate accommodation with breakout rooms, particularly if the group of learners is large.

Indicative resource materials

Textbooks

De Board R – *Counselling for Toads: A Psychological Adventure* (Routledge, 1998)
ISBN 9780415174299

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

Geldard D – *Basic Personal Counselling* (Free Association Books, 1998)
ISBN 9781853434549

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

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

Websites

www.bacp.co.uk

British Association for Counselling and Psychotherapy

www.bps.org.uk

The British Psychological Society

www.psychotherapy.org.uk

UK Council for Psychotherapy

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))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

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.

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.

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. 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 our website.

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 our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson BTEC qualification framework for the Health and Social Care sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
8				
7				
6				
5		Pearson BTEC Level 5 HND Diploma in Health and Social Care		Level 5 Diplomas in Leadership for Health and Social Care and Children and Young People's Services
4		Pearson BTEC Level 4 HNC Diploma in Health and Social Care		

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC specialist courses	NVQ/occupational
3	GCE Health and Social Care (Single Award, Double Award and Additional) Higher Diploma in Society, Health and Development	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Health and Social Care		Level 3 Diploma in Health and Social Care (Adults) for England Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland
2	GCSE in Health and Social Care (Single and Double Award) Foundation Diploma in Society, Health and Development	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Health and Social Care Advanced Diploma in Society, Health and Development		Level 2 Diploma in Health and Social Care (Adults) for England Level 2 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland
1		BTEC Level 1 Award/Certificate/Diploma in Health and Social Care	Pearson BTEC Level 2 Award in Awareness of Dementia Pearson BTEC Level 2 Certificate in Dementia Care	
Entry		BTEC Entry Level Award in Health and Social Care (Entry 3)		

Annexe B

Wider curriculum mapping

Pearson BTEC level 2 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

Learners are encouraged to minimise waste.

European developments

Much of the content of the qualification has relevance 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 these.

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 mapping				
	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual, moral, ethical...			3	
Citizenship				3
Environmental issues				3
European developments	3			
Health and safety considerations	3			
Equal opportunities			3	

Annexe C

Unit mapping overview

BTEC Level 2 Short Course Introduction to Counselling Skills legacy (specification end date 31/03/2011)/new versions of the Pearson BTEC Level 2 Award/Certificate in Counselling Skills.

Old units New units	Unit 1	Unit 2
Unit 1	X	
Unit 2		
Unit 3		P
Unit 4		P

KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Annexe D

Glossary of accreditation terminology

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

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Qualification Number (QN)	Unique reference number given to the qualification by the regulatory authorities on regulation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Title	The accredited title of the qualification.

Annexe E

National Occupational Standards (NOS) mapping to Level 2 Counselling units

Unit number	NOS code	NOS title
1	HSC23	Develop your knowledge and practice
	CLG1	Take responsibility for your own continuing personal development in counselling
2	HSC21	Communicate with, and complete records for, individuals
	HSC233	Relate to, and interact with, individuals
	HSC26	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
3	None	
4	HSC234	Ensure own actions support equality, diversity, rights and responsibilities of individuals
	HSC24	Ensure your own actions support the care, protection and wellbeing of individuals
	CLG8	Demonstrate equality and diversity awareness when working in counselling

National Health Service Knowledge and Skills Framework (KSF) mapping to Level 2 Counselling units

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

Annexe F

BTEC Specialist and Professional qualifications

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

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

NQF = National Qualifications Framework

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

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

December 2017

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