Higher Level Qualifications Level 4 Higher Professional Diploma in Counselling (4458)

Guidance and units

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Guidance and units

Accredited by QCA as a Level 4 qualification within the National Qualifications Framework

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Introduction and guidance

1 City & Guilds vocational schemes

1.1 City & Guilds provides vocational certification for occupational areas at seven levels within its Progressive Structure of Awards.

1.2 City & Guilds has developed this scheme with the support of the City & Guilds National Advisory Committee for Senior and Higher Level Awards and a subject specific Steering Group which includes representation from Higher Education and practitioners in the sector.

1.3 City & Guilds does not itself provide courses but has a 120 year history of developing qualifications and providing Quality Assurance and has had a Royal Charter for these activities since 1900.

Guide to levels and qualifications

7 — **Level 7**
Fellowship (FCGI)

6 — **Level 6**
Membership (MCGI)

5 — **Level 5**
S/NVQ 5, Master Professional Diploma,
Graduateship (GCGI)/Associateship (ACGI)*
ILM Executive Diploma in Management

4 — **Level 4/H1**
S/NVQ 4, Higher Professional Certificate/Diploma,
Licentiateship (LCGI),
ILM Diploma in Management

3 — **Level 3**
S/NVQ 3, Advanced Professional Certificate,
Advanced Vocational Certificate in Education,
ILM Certificate in First Line Management,
Pitman Qualifications – Advanced/Professional,
Pitman Qualifications – Level 3

2 — **Level 2**
S/NVQ 2, Intermediate GNVQ,
ILM Certificate in Team Leading,
Pitman Qualifications – Intermediate,
Pitman Qualifications – Level 2

1 — **Level 1**
S/NVQ 1, Foundation GNVQ,
GCSE, Pitman Qualifications – Elementary/Essential,
Pitman Qualifications – Level 1

*Only graduates of the City and Guilds College, Imperial College of Science, Technology and Medicine are awarded the Associateship (ACGI)

2 City & Guilds Higher Level Qualifications

2.1   The City & Guilds Higher Level Qualifications have been developed in response to:
- government initiatives to increase the numbers participating in higher level education and training and Lifelong Learning
- the emergence of QCA design principles for the submission of higher level vocational qualifications (excluding NVQs and degrees) into the National Qualifications Framework
- a need from existing City & Guilds customers for higher level qualifications which offer a progression route from traditional level 3 qualifications
- a City & Guilds initiative to offer its customers the full range of vocational qualifications from the basic to the highest levels.

2.2   These qualifications have been designed to:
- combine the development of knowledge, understanding and skills in a variety of vocational areas
- equip the individual with a flexible programme of study which will provide the relevant level of knowledge and skills that are needed in the world of work
- meet the needs of industry and commerce and reflect the knowledge areas expressed in the relevant National Occupational Standards and/or professional standards

2.3   The design of the Level 4 City & Guilds Higher Professional Diplomas (HPDs) reflects an outcomes-based model that meets the requirements for Certificate Level (Level 1 HE) outcomes under the Framework for Higher Education Qualifications. This articulation facilitates the use of the HPD as the first year of a two year Foundation Degree. Please see the City & Guilds publication: *Further Education and Higher Education Working Together to deliver Foundation Degrees.*

2.4   It is anticipated that potential candidates for these qualifications will currently be in work or have access to work placement but require a mechanism for the acquisition of relevant knowledge. It is expected that many of these individuals will undertake the City & Guilds Higher Level Qualifications on a part-time basis, ie half day and evening, evenings only or as block release. However, there is also potential for these qualifications to be delivered as full-time programmes.

2.5   It is likely that these qualifications will be delivered in
- colleges
- training organisations
- higher education institutions

2.6   In the future, City & Guilds plans to develop with partners a range of mechanisms such as website material and open learning packages to promote flexible delivery to the individual where suitable materials do not already exist to support the Lifelong Learning agenda.

2.7 Some of the content covered in the units can contribute to the underpinning knowledge of relevant S/NVQs. Effective delivery mechanisms could connect the delivery of units of either award for candidates in a coherent, linked fashion.

3 The scheme

3.1 **Rationale for the development of the Higher Professional Diploma in Counselling**

Counsellors need the personal qualities and theoretical and practical expertise to help vulnerable people of all ages and from all walks of life who are facing a life crisis and/or range of problems such as depression, stress, drug dependence or bereavement. The Higher Professional Diploma in Counselling equips candidates with the high level knowledge and skills they need to enable their clients to talk through, understand and cope with their experiences and problems and move forward in their lives. The qualification enables candidates to gain an overview of the key counselling theories and principles and also provides an opportunity for them to work within one specific counselling approach eg Person-Centred or alternatively adopt an Integrative perspective to their counselling work. In addition, candidates can select units which provide them with an in-depth understanding of the issues, theories and techniques relating to specific problems eg mental health, stress or specific client groups eg children and adolescents. Through the study of the programme candidates will recognise the need to accept and respect the clients they work with and demonstrate a commitment to working with difference and diversity. They will also be able to develop strategies to maximise their own personal and professional development.

Achievement of the qualification provides candidates with a range of possible progression routes both in terms of employment and higher education:

Social and care sectors – are increasingly required to provide counselling for their client groups. Currently, this is mostly 'outsourced' as professionals within these fields are more likely to be users of counselling skills, rather than counsellors, as defined by BACP. Economically, it is better to have in-house specialists and these professions are seeking appropriate specialist training at a level which acknowledges current expertise.

Medical settings – there is increasing use of counsellors in this sector, especially in GP practices; Primary Care Trusts are an important and growing employment field. The Department of Health has issued guidance: *Treatment Choice in Psychological Therapies and Counselling* for the provision of Counselling Services and particularly recommends Cognitive Behavioural Therapy (CBT).

Prison and the probation service – the rise in suicide rates amongst young males in prisons and young offenders' institutions offers employment opportunity within the prison and probation service.

Schools, colleges and universities – where there is an increasing recognition of the need for counselling expertise for both students and staff

Mentoring and government initiatives such as EAPS (Employee Assistance Programmes) provide career opportunities for counsellors.

Voluntary work – in organisations such as Relate, Alcohol Concern and Mind.

Foundation Degree or **BA (Hons) Degree in Counselling** or **Counselling related course** – as the Higher Professional Diploma in Counselling is equivalent to the first year of a degree, it provides a strong foundation for progression to the final stages of a related Foundation Degree or Honours Degree.

3.2 **The Higher Professional Diploma in Counselling:**
   • has been accredited as a Level 4 qualification within the National Qualifications Framework (or HE1/QAA Level C in Higher Education contexts)
   • reflects the knowledge areas expressed in the relevant National Occupational Standards to ensure industry, QCA and ENTO acceptability
   • takes account of the BACP (British Association for Counselling and Psychotherapy) requirements for individual and course accreditation
   • comprises units which can be accredited separately and have the potential to be tailored to the needs of the individual
   • is assessed by means of centre-devised assignments, based on the assessment requirements within each unit
   • is externally moderated by City & Guilds

4 General structure

4.1 In order to achieve a Higher Professional Diploma, candidates will have to successfully complete 12 units. It has been designed as a 480 guided learning hours programme deliverable most probably part-time, but possibly as a full-time programme. An example of mode of study could be 2 years part-time (6.5 hours/week). The recommended total notional learning hours for this award (including guided learning hours) is 1200 hours (120 credits).

The award has been designed to provide a selection of units which will form the basis of a coherent and targeted course of study.

The award structure detailing the mandatory and optional unit combinations is shown overleaf.

4.2 Award structure

Block A Mandatory	Block B Mandatory	Block C Optional
12 units in total: Block A, three units from Block B and two units from Block C		
ALL of	**THREE of :**	**TWO of:**
*Counselling Theory Counselling Skills Personal Development Professional Development Supervision Client Work	Psychodynamic Counselling Person-Centred Counselling Existential Counselling Cognitive Behavioural Therapy Gestalt Therapy Integrative Counselling Transactional Analysis	Counselling and Mental Health Issues Working with Children and Adolescents Counselling for Stress Working with Drugs and Alcohol Counselling for Eating Problems Working with Couples Transpersonal Counselling Working with Life-limiting illness Counselling for Loss and Grief Counselling Research
*This selection equates to two units		

4.3 Success in each unit within the qualification will be recognised by the issuing of a City & Guilds Certificate of Unit Credit. As indicated in the award structure, achievement of all 12 designated units will result in a City & Guilds Higher Professional Diploma being awarded.

4.4 As far as possible the units have been expressed in a standard format, in accordance with QCA Design Principles for Higher Level Vocational Qualifications. Each unit comprises:
- *Unit Title*
- *Unit Summary*
- *Aims*
- *Outcomes* – statements of what the learner is expected to achieve
- *Unit Content* – specifies all the learning the candidates need to apply and draw upon in order to be able to produce evidence indicated in the assessment section which addresses outcomes. In addition, it provides guidance to tutors in the design of their programmes and can be used as a diagnostic tool to identify areas of weakness when candidates have not been able to achieve outcomes.
- *Assessment* – specifies what candidates need to produce to show that they have met the outcomes. A form of evidence, eg a report, is indicated in this section, but different forms of evidence such as a case-study, presentation or a piece of practical work accompanied by appropriate research and information gathering activity are valid as long as they provide the opportunity for candidates to produce evidence of comparable quantity and quality and to meet the same outcomes.
- *Guidance* – on delivery, on assessment, links with other units/qualifications, resources. Guidance also on Key Skills signposting – suggestions on where evidence could contribute to the Key Skills of Communication, Application of Number, Information Technology, Improving own Learning and Performance, Working with Others and Problem-Solving.

4.5 Each unit (including any double units) should be allocated one grade: **Pass**, **Merit** or **Distinction**. In order for candidates to achieve a **Pass**, it is necessary for them to produce evidence which clearly shows that all the assessment requirements (and therefore all the outcomes) have been met. In addition, the overall quality of the work in terms of sufficiency and currency should be of a satisfactory and reliable standard.

4.6 To gain a **Merit** grade, candidates will, in addition to meeting the **Pass** requirements, need to produce work which meets all of the criteria detailed in the **Merit** column. To gain a **Distinction** grade, candidates will need to meet both the **Pass** and **Merit** requirements and produce a high standard of work as reflected in the **Distinction** column.

4.7 The criteria for **Merit** and **Distinction** focus on the quality of the work, and the way in which it has been approached by candidates. The criteria have been written to specify the requirements in terms of 'better' (not 'more') work.

4.8 The Grading Criteria

4.8.i Unit grades

Each unit within the qualification should be graded on the following basis:

Pass: Candidates must meet the assessment requirements and outcomes in the unit specifications

Merit: Candidates must achieve a Pass and in addition achieve at least 14 marks from the Merit descriptors in the table below	
Undertake research with **minimum** guidance from tutors/ assessors **(1)** select and use a wide range of appropriate research sources **(1)**, record and analyse data/ information accurately **(1)** to draw valid conclusions **(1)**	4 marks
Present and analyse information and ideas accurately and clearly **(2),** using a well-structured format and appropriate technical language **(2)**	4 marks
Demonstrate effective and consistent application and development of work-related skills **(2)** knowledge and understanding **(2)**	4 marks
Demonstrate management of time, resources and learning **(2)** and an ability to analyse and reflect upon own ideas and actions **(2)**	4 marks

Distinction: Candidates must achieve a Merit and in addition 16 marks from the Distinction descriptors in the table below	
Define the focus and scope of research **(1)**, carry out research independently **(1)** evaluate the suitability of research sources and methods used **(1)**, analyse and verify data/information **(1)** to develop an appropriate work strategy **(1)**	5 marks
Consolidate and present complex information and concepts fluently and persuasively **(2)** with evidence of an original and imaginative approach **(2)**	4 marks
Evaluate and synthesise relevant work-related skills, knowledge and understanding **(2)** and use these to justify conclusions and recommendations **(2)**	4 marks
Demonstrate consistently good management of time, resources and learning **(2)** and an ability to identify areas for development and improvement by critically reflecting upon own ideas and actions **(2)** employ appropriate methods to resolve unpredictable problems **(1)**	5 marks

4.8 ii Calculating an overall grade for the qualification
Each unit grade achieved by the candidate should firstly be converted into points as follows:

Pass = 1
Merit = 2
Distinction = 3

The unit grade allocated to a double unit should be converted into point(s) and then doubled.

Then, the *points* should be aggregated and converted into an overall score and corresponding grade for the whole qualification as follows:

12-17 points = **Pass**
18-27 points = **Merit**
28-36 points = **Distinction**

5 Course planning and delivery

5.1 In terms of delivering the Higher Professional Diploma, the emphasis is expected to be on the relationship between the content of the unit and the demands made on the individual by their existing or future job.

5.2 As long as the assessment requirements of units within the Higher Professional Diploma are met tutors/lecturers can design courses of study to meet the needs of their candidates as individuals. There are opportunities for aspects of Key Skills: Communication Skills, Application of Number, Information Technology, Working with Others, Improving own Learning and Problem Solving to be covered as appropriate throughout the teaching programme. Similarly, there are links with relevant National Occupational Standards. Please see the Guidance section within each unit and Appendix B.

5.3 It is essential that candidates and tutors/lecturers are aware of health and safety considerations at all times. The need to ensure that candidates preserve the health and safety of others as well as themselves, should be emphasised.

5.4 Candidates are likely to come from a variety of backgrounds, in that they will have had different education, training and work experiences and they will also have differing ambitions and opportunities. Tutors/lecturers may therefore find it helpful to
- conduct an initial assessment of achievement for each candidate, so that prior learning and experience can be established and assessment strategies agreed
- consider the best approaches to learning for each candidate.

5.5 Tutors/lecturers need to make these judgements by referring to the requirements of Higher Level Qualifications and establish what candidates already know and can do to clarify where they need further preparation before assessment.

5.6 During the initial assessment tutors/lecturers are likely to consider what, if any
- previous educational qualifications the candidates have, what training they have had and in particular what experience they have had in relevant vocational programmes and Key Skills
- previous and current practical work experience the candidate has which is relevant to the aims of the scheme and from which relevant skills and knowledge may have been informally acquired.

5.7 When selecting appropriate approaches to learning and locations tutors/lecturers are likely to consider the result of the initial assessment as well as the availability and suitability of open or distance learning materials and other resources, or co-operative working with other centres.

5.8 Effective communication between the tutor and candidate is a key component of successful delivery. It is important that candidates know for each assignment or activity, its purpose, the knowledge and skills required and the criteria for success. In addition, candidates should receive regular constructive feedback on their progress and achievement and also be provided with the opportunity to provide comments on their progress and course from their own personal perspective.

5.9 Some centres use a 'self-directed study' or 'negotiated approach' in terms of assignment design to enable candidates to tailor their response to a particular work opportunity or scenario. Tutors meet with candidates individually to discuss the learning outcomes of the unit and negotiate assignments which will allow the achievement of the criteria and relate to the candidate's work context or experience. Centres have the flexibility to work with candidates in terms of the context of the assignment or the presentation format of the assessment, as long as the specified requirements are met.

5.10 It is important that centre delivery enables candidates to appreciate the need for counsellors to always be aware of the uniqueness of what each client presents with and as. This qualification heightens candidates' awareness of the need for counsellors to monitor their 'world view' particularly as it relates to multicultural issues. Every unit presents the opportunity for candidates to explore 'difference' from a variety of perspectives in order to broaden and deepen awareness. In both theory and practice elements of the programme, equality of opportunity is stressed.

Centres are advised that all case study material, experiential and practice elements and assessment processes should enable the counsellor-in-training to:
- explore the concept of a 'world view' as it applies to themselves and their practice (for example is their core theoretical model Eurocentric? How will this affect practice?)
- relate their world view to issues of difference (for example, in Skills work, how does refraining from advice-giving affect work with a cultural expectation that the counsellor should be an advisor?)
- reflect on processes of discrimination, oppression and stereotyping and their effects on self and clients (this should be a crucial aspect of both the Personal and Professional development units)
- explain the term 'difference' in relation to gender/sexuality, age, disability, mental health, belief systems, moral values, cultural diversity
- evaluate the various policies, procedures and legislation and consider their effectiveness

Reading lists should, wherever possible, include material relevant to this aspect of Counsellor development, and assessors should look for evidence that candidates have an awareness of 'difference' and how it affects counselling practice.

BACP has a division for Race and Cultural Education in Counselling (RACE). All candidates should read the Aims and Objectives and be aware of the publications of the division and consider carefully its values, which reflect those which BACP require of members.

Some suggested resources are as follows:
BACP Framework for Good Practice in Counselling and Psychotherapy
Eleftheriadou Z: *Transcultural Counselling* – London Central Book Publishing (1994)
Lago, C and Thompson, J: *Race, Culture and Counselling* – OU Press (1996)
Laungani, P and Palmer, S: *Counselling in a Multicultural Society* – Sage (1999)
Lorde, A: *Sister Outsider: Essays & Speeches* – Crossing Press (1989)
Aspects of the law relating to difference in BACP-endorsed *S/NVQ Counselling* – Hodder & Stoughton (2000)

5.11 Candidates who wish to apply for Personal Accreditation should pay careful attention to the number of supervised practice hours required by each organisation. The units covering Professional Development, Client Work and Supervision allow candidates to accumulate the minimum 100 hours of client work, but candidates and centres need to ensure that placements offer Counselling (as opposed to Counselling Skills) and that if Supervision is provided by the placement that it meets BACP or UKCP requirements, as appropriate. Candidates should be advised about these issues at interview.

5.12 **The required 40 hours of individual therapy is NOT included in the taught component of the Award and it is therefore necessary for centres to ensure that candidates commit to this in order to meet BACP requirements for Individual Accreditation.**

5.13 To acquire Course Recognition, centres will need to apply independently, as awarding bodies are not able to apply on behalf of a qualification. The Higher Professional Diploma does, however, adhere to the specifications for recognition, in terms of course structure and content. Centres need to ensure that the CVs of teaching staff conform to requirements of Course Recognition which are published by BACP or UKCP, as appropriate.

5.14 It is strongly recommended that centres and candidates keep up to date with and comply with the latest BACP guidelines in relation to ethics, client work, supervision and individual therapy as well as the criteria for both personal and course accreditation. This information can be obtained from the British Association for Counselling and Psychotherapy, BACP House, 35-37 Albert Street, Rugby, Warwickshire CV21 2SG.

5.15 Consideration should be made regarding candidate access to certification for the Higher Level Qualification. In cases where the HLQ is the first part of a Foundation or (Honours) Degree, the candidate must be made aware of and enabled to gain certification of the HLQ part of the award by City & Guilds.

6 Entry requirements

6.1 City & Guilds Higher Level Qualifications have been designed primarily for those in work, or with access to work experience as the specifications are vocationally relevant to the needs of the sector. In addition, given the high level of understanding and skills required for the qualification, it is likely that in order for prospective candidates to cope with the demands of the programme and achieve their full potential, they will have acquired one of the following:
- S/NVQ in Counselling or Advice and Guidance at Level 3
- City & Guilds Progression Award in Counselling Skills Level 3
- NCFE Level 3 Certificate in Counselling Skills and Theory
- AVCE (Advanced Vocational Certificate in Education) in Health and Social Care
- Other relevant Level 3 equivalent certificate in the area of Counselling which meets BACP requirements for the appropriate number of training units.

6.2 In addition, as recommended by the British Association of Counselling and Psychotherapy (ref 'Recognition of Counsellor Training Courses' document), prospective candidates should show evidence of, or potential to, develop the following attributes:

- self awareness, maturity and stability
- ability to make use of and reflect upon life experience
- capacity to cope with the emotional demands of the course
- ability to cope with the intellectual and academic requirements
- ability to form a helping relationship
- ability to be self-critical and use both positive and negative feedback
- some awareness of the nature of prejudice and oppression

(Further evidence requirements may be obtained from BACP)

7 Assessment

7.1 Assessment is by means of centre-devised assignments which should provide the opportunity for the assessment requirements of the unit to be achieved. Please refer to Appendix A for guidance on assignment design.

7.2 Each unit has its own assessment which must be rigorous and fit for the purpose for which it is designed. The purpose of the assessment is for candidates to demonstrate that they have fulfilled the outcomes of the unit and achieved the standard required of the award they seek.

7.3 Assessment must reflect the achievement of the candidate in fulfilling the assessment requirements which are related to a consistent national standard. The assessment must therefore be carried out by competent and impartial assessors and by methods which enable them to assess a student fairly against the set requirements. This process will be monitored by the appointment to each centre of a City & Guilds external moderator who will be responsible for upholding the subject standards to a national level.

7.4 Centres must design a selection of assignments **prior to the start of the course**, so that there is an opportunity to obtain some feedback on their suitability from the Higher Level Qualifications external moderator.

7.5 Assignments should be designed to provide candidates with the opportunity to meet the unit outcomes and, where applicable, the grading criteria.

7.6 It is important for centres to use an integrated approach (ie content which effectively links across two or more units) in relation to at least one assignment. Please note that this does not mean that candidates are required to adopt an 'integrative approach to counselling', rather, good practice in terms of making links across units where appropriate. In the Higher Professional Diploma in Counselling this can be achieved via completion of Unit 1: Counselling Theory and Unit 3: Personal Development which link across to the units focussing on specific theoretical approaches. In addition, there will be links across evidence generated for the unit focussing on the chosen theoretical core model and the practice units.

Where it is not possible or practical to cover all of the assessment requirements for each unit linked to the integrated assignment, it will be necessary for candidates to complete additional 'mini' assignments or 'top-up' activities to ensure that all the requirements have been met.

The approach to marking/assessing integrated assignments should enable an individual grade to be allocated to each unit covered, for the purposes of grading calculations, etc.

7.7 Assignment design should take account of opportunities for the **Merit** and **Distinction** criteria to be met for those candidates with the potential to achieve a higher grade. For instance, the grading descriptors (see page 11) reflect the need for candidates to carry out research with increasing degrees of independence and also to take more responsibility for the learning process.

7.8 Centres must ensure that assignments relate to the assessment requirements and outcomes identified in the unit. Assignments (including any candidate guidance and marking criteria) together with candidate evidence must be available for checking by the Higher Level Qualifications external moderator.

8 Approval of centres

8.1 **Centre approval procedures**
a The scheme is open to any organisation which has been approved by City & Guilds to conduct the Programme. Quality Assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City & Guilds on-going monitoring by an external moderator.

Details of City & Guilds criteria and procedures can be found in *Higher Level Qualifications Centre Accreditation and Scheme Approval Forms and Procedures* which may be obtained from the Higher Level Qualifications Department at City & Guilds, 1 Giltspur Street, London EC1A 9DD.

Organisations not already approved to offer City & Guilds qualifications will be required to apply for centre [Form HLQ CAP] and scheme approval [Form HLQ SAP] normally simultaneously. There is a charge for initial centre approval but not for a centre wishing to extend its approval portfolio to include this new Higher Level Qualification.

Centres which already have centre approval still need to obtain scheme approval for each individual City & Guilds scheme they wish to offer. An application for scheme approval [Form HLQ SAP] will need to be completed for each higher level qualification to be offered.

b The centre must provide the following
   i   facilities adequate for the operational and administrative requirements of the scheme and a centre co-ordinator who will be the point of contact for City & Guilds
   ii effective internal quality assurance procedures
   iii approved staff to conduct the assessments and deliver the programme
   iv facilities to offer assessments in all the units of the qualification for which they are approved.

c An approval visit will be arranged and an external moderator will check the centre has access to personnel, equipment, facilities and resources to provide appropriate assessments normally related to a practical workplace situation.

d The centre must be able to provide secure arrangements for the storage of assessment material, ensuring that the course tutor, co-ordinator/internal moderator and external moderator all have access

e Scheme approval will be valid for up to 4 years from the approval date and City & Guilds reserves the right to withdraw approval from the centre if the circumstances should alter from those agreed in the original submission or if there is a breakdown in the quality assurance system that jeopardises a candidate's successful completion of the qualification to the required standard.

8.2 **Centre staff qualifications**
It is important that centre staff involved in the delivery and internal moderation have appropriate knowledge and skills to ensure effective provision of Higher Level Qualifications. It is a requirement that centre staff have one or more of the following:
• Level 4/5 qualification ie Degree/HNC or HND/HPD or MPD/NVQ in an appropriate subject with 3 years relevant sector experience
or
• Level 3 qualification in an appropriate subject with 5 years relevant sector experience at managerial/senior level
or
• 7 years proven experience in the relevant sector at a managerial/senior level which could include recognised professional practice at a high level eg BACP Trainer status. (In certain circumstances this may be negotiable on discussion with the external moderator).
and
• A Cert Ed/equivalent teaching qualification and/or 2 years teaching/training experience

If additional experts (eg workplace practitioners) involved in the delivery of the programme do not have the necessary teaching qualifications or experience, it is necessary for any assessment they undertake to be second-marked by a qualified member of staff and form part of the internal moderation process.

9 The quality assurance system

9.1 It is important that centres have effective internal quality assurance to ensure optimum delivery and accurate assessment of the Higher Level Qualifications. It is expected that the centre will appoint a scheme co-ordinator/internal moderator who will ensure that assessment is subject to a suitable and agreed system of internal moderation. In addition, City & Guilds appoints a subject-specific external moderator to monitor standards, provide advice and guidance, and confirm results. The following roles are key to successful implementation and assessment of these schemes.

9.2 **The role of the Scheme Co-ordinator/Internal Moderator is to**:
- liaise with City & Guilds (including completion of Form HLQ APU – Approval Update – to notify City & Guilds of any change in details previously provided)
- ensure that all staff are appropriately qualified to deliver and assess the qualification (see 8.2)
- plan and manage the implementation of the qualification
- ensure there are adequate resources – both staff and materials
- keep staff who are involved in the delivery of the qualification informed of any changes to the scheme documentation made by City & Guilds
- establish and monitor candidate support systems
- ensure all staff carrying out assessment are familiar with and understand the specifications and assessment requirements
- discuss and ensure the implementation of any action agreed with the external moderator as a result of the outcomes of the approval or any subsequent visits
- ensure that assignments and candidate evidence are available and clearly organised and accessible for the external moderator
- ensure that all City & Guilds documentation is completed when required
- manage the **internal moderation** process within the centre
- ensure that there is a consistent interpretation of the requirements in the delivery of the award, through standardisation procedures and meetings
- ensure that policies for equal opportunities, complaints and appeals are effectively operated
- provide feedback or relevant documentation relating to standardisation procedures to the external moderator

9.3 The **internal moderation** process should provide a sampled check of all aspects of the assessment process and should take account of:
- All candidates for each student group
- All tutors
- All assignments
- All forms of assessed work
- All grades of performance

In addition, confidence in the validity, reliability, sufficiency and authenticity of the centre's assessment practice must be established by these internal checks. Consequently, they must show that work assessed as satisfactory or better is:

- the candidate's own work
- sufficient and appropriate to meet the requirements of the specification
- at the correct level
- free from assessor bias

One of the strategies to be included in internal moderation is double marking of a representative sample of candidates for each assignment.

9.4 **The role of the Tutor is to**:
- ensure that each candidate is fully briefed on the characteristics of this qualification (eg approach to assignment delivery, grading)
- design assignments according to City & Guilds requirements which provide opportunities for the assessment requirements and, where applicable, the grading criteria to be met
- assess the extent to which each candidate's work contains evidence demonstrating that the assessment requirements have been met
- exercise judgement on claims for Accreditation of Prior Learning (APL), as appropriate
- provide each candidate with prompt, accurate and constructive written feedback
- keep accurate and legible records
- assist in the centre's internal moderation by carrying out double marking, as required
- meet with the co-ordinator and other tutors to monitor, agree and maintain standards.

9.5 **When carrying out monitoring visits and external moderation visits, the External Moderator will carry out checks to ensure the following**:
- continued compliance with centre approval criteria
- effective scheme co-ordination
- effective internal quality assurance systems by sampling assessment activities, methods and records
- consistent interpretation of the specified standards
- appropriate and accurate grading of the completing candidates
- centre documentation meets the specified requirements
- effective appeals, complaints and equal opportunities provision.

9.6 **The role of the External Moderator in relation to assessment is to ensure that**:
- the assignments set by the centre are relevant, meet the specifications and are at the correct level
- centres interpret assessment standards fairly, consistently and accurately
- centres are following the assessment specifications published by City & Guilds
- centre documentation meets the requirements of City & Guilds
- judgements on APL are fair, consistent and appropriate
- centres carry out internal moderation of candidate work.

The External Moderator will:
- independently assess a piece of work from every candidate, against the specifications and provide feedback
- sample and confirm grading decisions

and will require to see:
- a record of all units completed by candidates
- the assignments (including any candidate guidance and marking criteria) and internally assessed work by all candidates for whom the centre intends to seek certification
- a record of tutors showing their teaching/assessment responsibility for the units
- evidence of internal moderation and standardisation procedures.

10 Summary of registration and certification procedures

10.1   Procedures should be followed in accordance with the current City & Guilds *Directory of Vocational Awards*.

10.2   Candidates must register and claim certification through a City & Guilds approved centre. There is the option to register candidates either for the full Higher Professional Diploma or individual units within it. Procedures for registration and certification for all City & Guilds Awards are detailed in the *Directory of Vocational Awards*.

10.3   The Directory includes examples of all the required forms and also the requirements for Electronic Data Transfer.

10.4   There are specific procedures in place for appeals against results which make clear the circumstances under which appeals may be made, the information required, and the procedures used to resolve them. Please refer to the *Directory of Vocational Awards* for further information.

10.5   City & Guilds fully supports the principles of equal opportunities, and the requirements as they affect centres and assessments are outlined in the *Directory of Vocational Awards*.

10.6   When candidates are first registered for a City & Guilds qualification they are issued with a unique, lifelong City & Guilds candidate enrolment (ENR) number.

10.7   On receipt of Form S (Registration), City & Guilds Entries and Results Processing Department will process and despatch details of registration, including the candidate enrolment (ENR) number, to the centre. The centre should ensure that candidates are registered with City & Guilds within **12 weeks** of enrolling at the centre. Please note that the external moderator will be unable to check any evidence from a candidate that has not been registered with City & Guilds for the qualification.

10.8 On receipt of Form S (Results) City & Guilds Entries and Results Processing Department will process this and despatch details to centres. **Please note that final results should not be submitted until they have been agreed by the external moderator**.

10.9 Centres should note that, as certificates are prepared directly from these forms, it is essential that the **correct information** be supplied. Centres should always check carefully that the
- centre name and number have been accurately recorded
- correct award number and award name are included
- correct complex and component numbers have been used
- candidate details have been accurately recorded.

If further guidance is required when completing forms, it is recommended that advice from City & Guilds Entries and Results Processing Department be sought.

10.10 The centre should retain a copy of completed forms until certificates are received.

10.11 Any queries regarding the issue of results must be conducted through the centre and made to City & Guilds, Entries and Result Processing Department.

11 Appeals

11.1 This section relates to appeals against results from assessment of evidence.

11.2 It is a condition of centre approval that all centres must ensure that there is an appeals procedure available to candidates. The appeals procedure documentation must be included in the documentation sent to City & Guilds in the scheme approval submission. If a candidate appeals against the result of the assessment, the course tutor and the programme director should try to resolve the problem in the first instance. If, however, the problem cannot be satisfactorily resolved, the external moderator should be approached to offer independent advice. All appeals must be clearly documented by the centre co-ordinator and made available to the external moderator and/or City & Guilds as appropriate.

11.3 City & Guilds will not enter into direct correspondence with the individual candidates concerning the results of their assessments unless they wish to formally appeal to City & Guilds regarding assessment decisions using the designated procedures.

11.4 All appeals must be made to City & Guilds Head of Quality Services. Applications should be made as soon as possible after the assessment concerned and, at the latest, within three months of the issue of results.

12 Equal opportunities

12.1   Access to these qualifications is open to all entrants, irrespective of gender, race, creed, age or special needs. The course tutor will ensure that no candidate is subject to unfair discrimination on any of these grounds in relation to access to assessment. City & Guilds will monitor the administration of these awards through external moderation to ensure that this policy is adhered to.

13 Further progression with City & Guilds and The Institute of Leadership & Management

Achieving a City & Guilds Higher Level Qualification provides the opportunity to also gain a Senior Award from City & Guilds and/or a grade of membership from the Institute of Leadership & Management.

Senior Awards are available at three levels and are offered under City & Guilds Royal Charter. They recognise a combination of academic achievement and vocational skills.

The **Institute of Leadership & Management (ILM)** is part of the City & Guilds Group. It is a professional body dedicated to raising leadership and management capability through qualifications, learning support, publishing and membership services across all sectors and at all levels.

Higher Level Qualification	Senior Award	ILM Membership grade
Master Professional Diploma + 10 yrs management experience	**Membership (MCGI)** in Management (Masters Degree level)	**ILM Fellow (FInstLM)**
Master Professional Diploma + 5 yrs management experience	**Graduateship (GCGI)** in Management (Honours Degree level)	**ILM Fellow (FInstLM) or ILM Member (MInstLM)**
Higher Professional Diploma + 5 yrs vocational experience	**Licentiateship (LCGI)** in Management (Foundation Degree level)	**ILM Member (MInstLM)**

In order to gain the relevant Senior Award you will need to submit a copy of your Higher Level Qualification certificate, full CV and an endorsement of your vocational experience from a senior manager. All Senior Award holders receive a diploma, post nominal letters, and the opportunity to attend the yearly graduation ceremony.

If you would like more details please contact Senior Awards on 0207 294 8220, email senior@city-and-guilds.co.uk, or write to us at City & Guilds, 1 Giltspur Street, London. EC1A 9DD

For more information about gaining ILM membership or any other ILM services please contact the membership team on 01523 251346 or email membership@i-l-m.com

The units

The Higher Level Qualifications Department of City and Guilds has commissioned and developed this award, and **City & Guilds has copyright on the content of all the units within the qualification.** Consequently, none of this material can be used if not primarily as a City & Guilds Higher Level Qualification, and all candidates undertaking the units must therefore be registered with City & Guilds.

The following pages detail the unit specifications for this qualification.

Higher Level Qualifications
Level 4 Higher Professional
Diploma in Counselling – 4458

The units

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Unit 1
Counselling Theory

Unit summary

This unit is about developing knowledge and understanding of a range of core theoretical approaches to counselling. As a practising counsellor, the candidate's work with clients will be underpinned by key principles, assumptions, elements, concepts, strategies and techniques relating to counselling and human development theory. This unit focuses on the theory and context of counselling and the practical application of a counselling process model.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

This unit is a double unit and therefore equates to two units.

Aims

This unit aims to enable the candidate to:
• describe the key principles of counselling
• acquire an understanding of a range of core theoretical approaches to counselling
• apply a counselling process model in work with clients
• develop an awareness of the impact of social factors on client development
• critically evaluate key approaches to counselling
• examine ethical issues in the counselling context

Outcomes

On successful completion of the unit the candidate will be able to
1   demonstrate an understanding of the development of counselling theory and practice
2   define the purpose, aims and outcomes of different counselling approaches
3   identify the key principles underpinning a range of approaches to counselling
4   analyse the effectiveness of the approaches in a range of counselling situations
5   demonstrate an understanding of the key features of a counselling process model
6   evaluate the effectiveness of using a counselling process model with clients
7   reflect on, investigate and critically evaluate own values, beliefs and attitudes
8   investigate a range of issues presented by clients
9   critically evaluate own response to a range of issues presented by clients
10   demonstrate an understanding of a number of theories and approaches to human development

Unit 1 Counselling Theory

Unit content

Outcome 1
Demonstrate an understanding of the development of counselling theory and practice

The candidate knows how to:
- describe the historical development of counselling theory and practice during the late 19th, the 20th and early 21st centuries
  - psychodynamic approaches
  - person centred approaches
  - cognitive-behavioural approaches
- identify the characteristics of the above approaches
- identify key individual theorists connected with these approaches
- describe the social context of counselling and its development throughout the late 19th, the 20th and early 21st centuries
- analyse the impact of the historical development of counselling theory on current practice

Outcome 2
Define the purpose, aims and outcomes of different counselling approaches

The candidate knows how to:
- describe the purpose of adopting relevant core theoretical models:
  - psychodynamic approaches
  - person centred approaches
  - cognitive-behavioural approaches
- identify the aims of the different theoretical approaches
  - psychodynamic approaches
  - person centred approaches
  - cognitive-behavioural approaches
- analyse the potential outcomes of different theoretical approaches
  - psychodynamic approaches
  - person centred approaches
  - cognitive-behavioural approaches

Unit 1 Counselling Theory

Outcome 3
Identify the key principles underpinning a range of approaches to counselling

The candidate knows how to:
- define the key terms and principles of the psychodynamic approach to counselling
  – emphasis on the unconscious
  – id, ego, superego
  – psychosexual stages
  – preconscious
  – repression
  – neurosis
  – transference and counter transference
  – free association
- define the key terms and principles of the person centred approach to counselling
  – empathy
  – unconditional positive regard
  – congruence
  – psychological contact
  – incongruence
  – achievement of empathic understanding
  – self actualisation
  – self concept
  – experiential approach
  – process model
  – focusing
- define the key terms and principles of the cognitive-behavioural approach to counselling
  – behaviour control
  – conditioning
  – stimulus-response
  – goals/targets
  – irrational beliefs
  – maladaptive beliefs
  – counselling techniques (homework/tasks)
  – reinforcement
  – constructivism

Unit 1 Counselling Theory

Outcome 4
Analyse the effectiveness of the approaches in a range of counselling situations

The candidate knows how to:
- identify a range of counselling contexts
  - personal/private
  - educational
  - agency – voluntary/statutory
  - couples
  - work place
  - clinical
- accurately assess the needs of clients who present or are referred for counselling
- assess the possible outcomes of adopting each counselling approach depending on individual client need and presenting issues
  - psychodynamic
  - person centred
  - cognitive-behavioural

Outcome 5
Demonstrate an understanding of the key features of a counselling process model

The candidate knows how to:
- identify the characteristics of Egan's 3 stage helping model
  - Stage i 'Current Scenario'
  - Stage ii 'Preferred Scenario'
  - Stage iii 'Strategy – getting there'
- describe the features of each stage of the model
- describe the key skills needed to apply the model in practice
  - active listening
  - helpful questioning
  - reflection
  - summarising
  - information sharing
  - immediacy
  - challenge
- identify the key counselling theories underpinning Egan's 3 stage model

Unit 1 Counselling Theory

Outcome 6
Evaluate the effectiveness of using a counselling process model with clients

The candidate knows how to:
- identify a range of potential positive counselling outcomes
- develop a critical approach to evaluating positive outcomes of counselling interventions
- reflect on the ways in which adopting a counselling process model can impact on positive counselling outcomes
- recognise the features of the model as it is applied in practice
- adapt the model when required to meet the needs of individual clients
- recognise the importance of using the process model flexibly

Outcome 7
Reflect on, investigate and critically evaluate own values, beliefs and attitudes

The candidate knows how to:
- recognise their own values, beliefs and attitudes in relation to areas such as
  - class
  - gender
  - ethnicity
  - culture
  - sexual orientation
  - gender
  - age
  - religion
  - politics
- develop skills of reflection
- explain the significance of their own values, beliefs and attitudes in work with clients
- recognise and question their own assumptions
- identify bias and prejudice within themselves
- define 'difference' and explore the effects of stigma, stereotyping, discrimination and oppression
- challenge their own values, beliefs and attitudes through learning, practice and supervision

Unit 1 Counselling Theory

Outcome 8
Investigate a range of issues presented by clients

The candidate knows how to:
- recognise and accurately assess presenting issues including:
  - low self esteem
  - addiction
  - abuse – physical, mental, sexual
  - panic attacks
  - compulsive/obsessive behaviour
  - sexual difficulties/dysfunction
  - relationship difficulties
  - drug or alcohol abuse
  - eating disorders
  - lack of confidence
  - phobic behaviour
  - distorted self image
- examine underlying factors which are contributing to the client's current situation
- identify appropriate theoretical approaches to working with clients' presenting issues
- research information and seek out specialist knowledge on specific issues
- recognise own training needs in relation to specific areas of practice

Outcome 9
Critically evaluate own response to a range of issues presented by clients

The candidate knows how to:
- recognise areas of practice which raise own personal or professional issues
- reflect on own feelings and responses in relation to the issues raised
- use supervision to focus on own feelings and responses
- recognise the impact of own response on the client and the counselling process
- recognise blocks and barriers to effective counselling
- recognise the difference between own and client's issues
- apply counselling theory to reflect on own response to issues
- recognise the need for client referral

Unit 1 Counselling Theory

Outcome 10
Demonstrate an understanding of key theories and approaches to human development

The candidate knows how to:
- describe key theories and approaches to human development
  - transactional analysis
  - classical conditioning
  - social learning theory
  - psychoanalytic theory
  - attachment theory
  - object relations theory
  - systems theory
- analyse the theories of human development and relate them to counselling theory
- describe the significance of human development theory in counselling practice
- recognise the significance of human development theory in practice with individual clients
- use learning, supervision and practice to develop an in-depth knowledge and understanding of human development theory

Assessment

The outcomes of this unit will be assessed on the production of three 1000 word evaluative case study reports. Each case study report will focus on counselling work with an individual or couple and will address aspects of outcomes 2,3,4,5,6,7,8,9,10. More specifically, in each case study the candidate will be asked to:
- demonstrate their knowledge, understanding and critical evaluation of counselling theory by giving specific examples of how it has enhanced their counselling practice
- critically evaluate how they have applied their knowledge and understanding of human development theory to their counselling practice
- analyse their own counselling process with clients in relation to Egan's 3 stage model

Each case study should be supported by a supervisor's report or witness testimony.

In addition, candidates will be asked to complete a 1000 word assignment which focuses on the development of different approaches to counselling during the 20th century. This assignment will meet all criteria of outcome 1.

Unit 1 Counselling Theory

Guidance

Links with other units/qualifications

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
- Unit 41 Employ a theoretical framework in counselling
- Unit 42 Engage in a counselling process with clients
- Unit 43 Assess clients for counselling
- Unit 44 Explore clients' issues during the counselling process
- Unit 46 Reflect on own counselling practice
- Unit 7 Assist clients to decide on a course of action
- Unit 8 Assist clients to plan the implementation of a course of action
- Unit 20 Evaluate and develop own contribution to the service

Since this unit is over-arching, it has links to all other units in this qualification, but especially to Units 7-13 the units which establish the core model.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development, particularly in the following Level 4 Key Skills units:

If candidates are working towards the following outcomes:

These are a selection of Key Skills evidence opportunities relating to Outcomes 1-10

- **Outcome 1**
Demonstrate an understanding of the development of counselling theory and practice

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.

Unit 1 Counselling Theory

Communication C4.3

Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

• **Outcome 2**

Define the purpose, aims and outcomes of different counselling approaches

Improving own Learning and Performance LP4.1

Develop a strategy for using skills to improve learning and performance over an extended period of time.

Improving own Learning and Performance LP4.2

Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Improving own Learning and Performance LP4.3

Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1

Develop a strategy for using communication skills over an extended period of time.

Communication C4.2

Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:

a one group discussion about a complex subject;

b one extended written communication about a complex subject.

Communication C4.3

Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

Unit 1 Counselling Theory

- **Outcome 3**
Identify the key principles underpinning a range of approaches to counselling

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

- **Outcome 4**
Analyse the effectiveness of the approaches in a range of counselling situations

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

- **Outcome 5**
Demonstrate an understanding of the key features of a counselling process model

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.

Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

- **Outcome 6**
Evaluate the effectiveness of using a counselling process model with clients

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

- **Outcome 7**
Reflect on, investigate and critically evaluate own values, beliefs and attitudes

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

• **Outcome 8**
Investigate a range of issues presented by clients

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

• **Outcome 9**
Critically evaluate own response to a range of issues presented by clients

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

• **Outcome 10**
Demonstrate an understanding of a number of theories and approaches to
human development

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 1 Counselling Theory

Delivery advice

This is a double unit and should therefore involve 200 hours of study of which 80 should be through guided learning.

To undertake this unit, candidates will be engaged in substantial and regular counselling work with clients. This counselling can be for a statutory or voluntary organisation and must involve an explicit counselling agreement rather than the chance to exercise counselling skills within another profession or context.

Candidates will also have regular and sufficient contracted supervision to support their counselling practice. This should be with an appropriately qualified and experienced supervisor.

In addition, candidates will have access to a resourced learning centre/library with a stock of relevant material for research purposes. This resource needs to be available on a flexible basis to enable the candidate to produce the evidence required for this assessment.

Assessments should be practical and realistic and relate to current sector practice. Candidates currently working in the sector will have opportunities to draw from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and professional codes of practice. Similarly, safe working methods and health and safety considerations should be applied, as appropriate.

Appropriate centre staff should agree the outline of the case studies before commencement. Any evidence presented must be candidates' own work and candidates are expected to plan and carry out their assessments independently and demonstrate a commitment to working with difference in their approach.

Suggested resources list

An extensive range of text books and materials is available to candidates undertaking research studies in counselling. These include the following:
John McLeod – *An Introduction to Counselling* (Open University Press)
Richard Nelson-Jones – *The Theory and Practice of Counselling Psychology* (Holt)
Dave Mearns and Brian Thorne – *Person Centred Counselling in Action* (Sage)
Peter Lomas – *Cultivating Intuition* (Penguin)
K S Dobson – *Handbook of Cognitive Behavioural Therapies* (Sage)
Gerard Egan – *The Skilled Helper* (Brooks/Cole)
BACP Framework for Ethical Practice in Counselling and Psychotherapy

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Unit 2
Counselling Skills

Unit summary

This unit is about developing knowledge and understanding of the skills required to engage effectively in counselling with clients. It focuses on a range of skills and investigates their application to the counselling process. As a practising counsellor the candidate will need to use many practical skills. This unit enables the candidate to reflect on the effectiveness of the skills being used, and to develop and enhance professional practice by broadening knowledge and understanding of the application of these counselling skills.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit enables the candidate to:
• Describe the core skills used in counselling
• Evaluate the impact of using specific skills in counselling
• Develop a range of high level counselling skills and apply these in practice
• Reflect on own use of counselling skills
• Identify areas for own skill development

Outcomes

On successful completion of the unit the candidate will be able to:
1 demonstrate an understanding of the core skills used in counselling
2 describe the effect of applying specific skills to the counselling process
3 develop and apply high level counselling skills in work with clients
4 critically evaluate own use of counselling skills with clients
5 recommend areas for skill development in own counselling practice

Unit 2 Counselling Skills

Unit content

Outcome 1
Demonstrate an understanding of the core skills used in counselling

The candidate knows how to:
- describe core skills used in counselling practice
  - active listening
  - empathy
  - advanced empathy
  - helpful questioning
  - reflection
  - summary
  - information sharing
  - immediacy
  - challenge
- recognise the key features of each skill
- make links between counselling skills and the theories underpinning counselling practice
  - psychodynamic approach
  - person centred approach
  - cognitive-behavioural approach
- identify when, and how specific counselling skills should be used, especially in relation to clients' cultural or other identity

Outcome 2
Describe the effect of applying specific skills to the counselling process

The candidate knows how to:
- analyse the impact of using specific counselling skills on clients
  - active listening
  - empathy
  - advanced empathy
  - helpful questioning
  - reflection
  - summary
  - information sharing
  - immediacy
  - challenge

Unit 2 Counselling Skills

- critically evaluate the effect of using specific counselling skills on the counselling process
  - active listening
  - empathy
  - advanced empathy
  - helpful questioning
  - reflection
  - summary
  - information sharing
  - immediacy
  - challenge
- select appropriate skills to use, based on an accurate assessment of their effect on clients and their contribution to the counselling process
- be sensitive to clients' cultural affiliation and background and demonstrate awareness of individual difference when using counselling skills

Outcome 3
Develop and apply high levels of counselling skills in work with clients

The candidate knows how to:
- use a range of counselling skills with clients
  - active listening
  - empathy
  - advanced empathy
  - helpful questioning
  - reflection
  - summarising
  - information sharing
  - immediacy
  - challenge
- correctly select skills to use depending on individual client need and stage of the counselling process
  - current scenario
  - preferred scenario
  - strategy: getting there
- analyse and assess own use of skills
  - effectiveness
  - adherence to counselling theory
  - models of good practice
  - cultural context
- identify areas for development
- structure learning opportunities for skills development
- adhere to codes of ethics and policies of good practice in the use of counselling skills

Unit 2 Counselling Skills

Outcome 4
Critically evaluate own use of counselling skills with clients

The candidate knows how to:
- critically evaluate own competence in relation to the use of key counselling skills
  - active listening
  - empathy
  - advanced empathy
  - helpful questioning
  - reflection
  - summarising
  - information sharing
  - immediacy
  - challenge
- assess the effectiveness of own skills in a range of counselling contexts
- recognise how use of own skills impacts on clients
  - therapeutic relationship
  - focus
  - trust
  - disclosure
  - dynamic
  - movement
  - growth
  - outcomes
  - action
- identify how use of own skills influences the counselling process
  - current scenario
  - preferred scenario
  - strategy: getting there
- select which skills to use and indicate why
- apply the use of skills flexibly and sensitively
- demonstrate awareness of clients' cultural context and background

Unit 2 Counselling Skills

Outcome 5
Recommend areas for skills development in own counselling practice

The candidate knows how to:
- assess accurately strengths and areas for development in use of counselling skills
- access opportunities to review and develop counselling skills
  - structured learning opportunities
  - reading
  - supervision
  - analysis of taped counselling sessions
  - role play
  - simulation
  - feedback
  - formative assessment
- critically evaluate learning opportunities for skills development
- update and develop the use of skills
- continually review use of skills in own counselling practice
- reflect on use of skills in relation to policies on ethics and codes of practice

Assessment

The outcomes of this unit will be assessed on the production of a transcribed counselling session with a 2000 word written evaluative commentary. The transcript and evaluative commentary will address aspects of objectives 1, 2, 3, 4, 5,. More specifically, candidates will be asked to include:
- an in-depth analysis of the skills used
- evidence of linking skills used to a core counselling approach (eg person centred, psychodynamic etc)
- a critical evaluation of the way in which the skills used affect the client/counsellor relationship, taking into account issues of background and cultural context
- an evaluation of the way in which the skills used enhance the counselling process
- recommendations for developing own practice
- an action plan detailing specific ways in which skills can be developed

Unit 2 Counselling Skills

Guidance
Links with other units/qualifications

Within this qualification, the unit links to all practice outcomes of all units.

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
- Unit 42 Engage in a counselling process with clients
- Unit 43 Assess clients for counselling
- Unit 44 Explore clients' issues during the counselling process
- Unit 45 Conclude counselling with clients
- Unit 46 Reflect on own practice
- Unit 2 Enable clients to gain access to the service
- Unit 7 Assist clients to decide on a course of action
- Unit 8 Assist clients to plan the implementation of a course of action
- Unit 9 Assist clients to review the achievement of their course of action
- Unit 10 Support clients during their activities

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities
for Key Skills development, particularly in the following Level 4 Key Skills units:

If candidates are working towards the following outcomes:

These are a selection of Key Skills evidence opportunities relating to Outcomes 1-5

- **Outcome 1**
Demonstrate an understanding of the core skills used in counselling

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

Unit 2 Counselling Skills

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.

Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Working with Others W04.1
Develop a strategy for using skills in working with others over an extended period of time

Working with Others W04.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in taking a leading role in managing at least one complex group activity.

Working with Others W04.3
Evaluate your overall strategy and present the outcomes from your work in at least one group situation

- **Outcome 2**
Describe the effect of applying specific skills to the counselling process

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

Unit 2 Counselling Skills

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.

Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Working with Others W04.1
Develop a strategy for using skills in working with others over an extended period of time

Working with Others W04.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in taking a leading role in managing at least one complex group activity.

Working with Others W04.3
Evaluate your overall strategy and present the outcomes from your work in at least one group situation

- **Outcome 3**
Develop and apply high level counselling skills in work with clients

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points.

Unit 2 Counselling Skills

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.

Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Working with Others W04.1
Develop a strategy for using skills in working with others over an extended period of time

Working with Others W04.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in taking a leading role in managing at least one complex group activity.

Working with Others W04.3
Evaluate your overall strategy and present the outcomes from your work in at least one group situation

- **Outcome 4**
Critically evaluate own use of counselling skills with clients

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Unit 2 Counselling Skills

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Working with Others W04.1
Develop a strategy for using skills in working with others over an extended period of time
Working with Others W04.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in taking a leading role in managing at least one complex group activity.
Working with Others W04.3
Evaluate your overall strategy and present the outcomes from your work in at least one group situation

• **Outcome 5**
Recommend areas for skill development in own counselling practice

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 2 Counselling Skills

Delivery advice

This unit should involve approximately 100 hours of study of which 40 should be through guided learning.

To undertake this unit, candidates will be engaged in substantial and regular counselling work with clients. This counselling can be for a statutory or voluntary organisation and must involve an explicit counselling agreement rather than the chance to exercise counselling skills within another profession or context.

Candidates will also have regular and contracted supervision to support their counselling practice. This should be with an appropriately qualified and experienced supervisor.

In addition, candidates will have access to a resourced learning centre/library with a stock of relevant material for research purposes. This resource needs to be available on a flexible basis to enable the candidate to produce the evidence required for this assessment.

Assessments should be practical and realistic and relate to current sector practice. Candidates currently working in the sector will have opportunities to draw from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and professional codes of practice. Similarly, safe working methods and safety precautions should be followed at every stage of the activity and health and safety considerations should, wherever possible, be integrated into specific units.

Appropriate centre staff should agree the outline of the evaluative commentary and transcribed counselling work before commencement. Any evidence presented must be candidates' own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extensive range of text books and materials are available to candidates undertaking research studies in counselling. These include the following:
John McLeod – *An Introduction to Counselling* (Open University Press)
S. Culley – *Counselling Skills: an integrative framework (in Integrative and Eclectic Therapy – a handbook)* (Open University Press)
Richard Nelson-Jones – *The Theory and Practice of Counselling Psychology* (Holt)
D.W Sue and D Sue – *Counselling the Culturally Different* (Wiley)
Gerard Egan – *The Skilled Helper* (Brooks/Cole)
BACP – *Counselling Skills in Context* (Hodder)
BACP Framework for Ethical Practice in Counselling and Psychotherapy

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Unit 3
Personal Development

Unit summary

This unit is about awareness and personal development. Counselling training involves three elements, skills, theory and personal development and these three underpin all training at all levels. Personal development is a lifelong process which increases the effectiveness of a counsellor's work as well as enabling a 'safe' relationship for both client and counsellor. The unit aims to explore some of the ways in which personal development can take place and in addition enable the candidate to work on his/her own awareness and development.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard.

Aims

The unit aims to enable the candidate to:
- understand what is meant by personal development
- understand why it is important to look at personal development for counsellors.
- examine how it is possible to work on personal development.
- acquire a knowledge of different theoretical perspectives of personal development.
- work on his/her own personal development and awareness using a variety of methods.

Outcomes

On successful completion of the unit, the candidate will be able to:
1. describe what is meant by personal development and awareness.
2. give reasons why it is important for a counsellor to work on personal development.
3. examine different ways of working on her/his own personal development and appreciate the value of each.
4. work on his/her own personal development and be more aware.
5. understand personal development from different theoretical perspectives.

Unit 3 Personal Development

Unit content

Outcome 1
Describe what is meant by personal development and awareness

The candidate knows how to:
- explore some of the areas of personal development.
- distinguish between the development of the counsellor and the issues of the client.
- recognise the concepts of the self and self actualisation.
- explain what is meant by attitudes, values, beliefs and prejudices.
- be aware of him/herself and others.
- understand the concept of an internal supervisor.

Outcome 2
Give reasons why it is important for a counsellor to work on his/her own personal development

The candidate knows how to:
- distinguish between personal and professional development.
- understand the problems that arise in working with others if there are issues in his/her own life where there are painful feelings, unresolved issues or blocks.
- appreciate that there may be some groups of people with whom he/she might find it difficult to work because of different values or prejudice.

Outcome 3
Examine different ways of working on his/her own personal development and appreciate the value of each

The candidate knows how to:
- keep a reflective journal.
- give and receive feedback.
- work on personal development in a group.
- recognise the difference between personal counselling and supervision and the value of both.
- value creative activity, reading and writing other than on counselling.
- use experience in the client role, either through personal counselling or in the classroom, which enables the counsellor to feel what it is like to experience therapy.

Unit 3 Personal Development

Outcome 4
Work towards his/her own personal development

The candidate knows how to:
- recognise his/her own values, attitudes and beliefs.
- identify some of his/her own prejudices.
- identify the aspects of his/her own family and education which may facilitate or hinder the development or awareness of the self.
- recognise his/her own emotions
- recognise the way in which he/she relates to others including the capacity for intimacy and the ability to stay separate.
- explore his/her own needs and strengths.
- identify a list of personal outcomes on which to work in the future.
- engage in appropriate self sharing
- use skills in giving and receiving feedback.
- work towards developing an internal supervisor.

Outcome 5
Understand personal development from different theoretical perspectives

The candidate knows how to:
- appreciate how ideas from different theoretical perspectives help personal development.
- recognise the role of personal development in humanistic counselling, including the meaning of self actualisation and conditions of worth from the person centred approach.
- interpret personal development according to psychodynamic theory and the part played by the unconscious, instincts and transference.
- interpret personal development according to cognitive theories and the ideas of irrational thinking, schemas and vicious circles.
- explain why he/she is attracted to a particular theoretical orientation and how it fits with his/her own personal development.

Assessment

The outcomes of this unit will be assessed on the production of:
- A reflective journal which will record, at least weekly, the candidate's learning, feeling, thinking and development.
- A 2000 word report on his/her personal development throughout training based on journal entries. It should also include:
  - a description of personal development and awareness and its importance in the counselling role
  - an explanation of how personal development is seen from different theoretical perspectives
- Records which demonstrate skills in giving and receiving feedback.
- Records which demonstrate ability to partake effectively in group sessions.
- A clear commitment to appreciating difference in whatever form it may present.

Unit 3 Personal Development

Guidance
Links with other units/qualifications

Within the qualification this unit links to:
Unit 4 Professional Development, as each will enhance the other, and
Unit 6 Client Work, where awareness of self is crucial for an effective working alliance.
All units involving practice are related to this unit

This unit has links with Level 4 S/NVQ in Counselling, as follows:
Unit 20 Element 20.2 Ensuring continuing self development
Unit 42 Element 42.4 Reflect on own contribution to the counselling process
Unit 46 Reflect on own counselling practice.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 key skills units:

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communications C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving one group discussion about a complex subject and one extended written communication about a complex subject.

Working with others WO41
Develop a strategy for using skills in working with others over an extended period of time.

Improving own Learning and Performance LP4.1
Develop a strategy for using skills in improving learning and performance over an extended period of time.

Problem Solving PS4.1
Develop a strategy for using skills in problem solving over an extended period of time.

Unit 3 Personal Development

Delivery advice

Personal development should be integrated throughout all counselling training and structured exercises, group sessions, tutorials should be used to facilitate this. Candidates should submit their reflective journal for tutors to ensure that they are being used correctly rather than assessing them. The essay based on the journal should be submitted at the end of the period of training.

All candidates need to be made aware of the personal changes that might occur as a result of counselling training and should be informed that some of the issues dealt with might cause emotional pain. Where appropriate, candidates may need to be guided towards seeking personal counselling for themselves.

Suggested resources list

H Cassell – *Personal Development in Counsellor Training* (H Johns, 1996)
Macwhinnie and S Rigby – *Counselling NVQ/SVQ Level 3 BACP I* (1999)
P. Sanders – *First Steps in Counselling* (PCCS Books, 1994)
W.D Wall. In J.B.Annand (ed) – *"The Search for Identity" Education for Self Discovery,* (1994, Hodder and Stoughton, 1977)
McCormick, E – *Change for the Better* (Cassell, 1996)

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Unit 4
Professional Development

Unit summary

This unit is about developing the knowledge and understanding and skills to operate effectively as a reflective practitioner. As a practising counsellor, the candidate will be aware of the importance of continually reviewing and evaluating their work. This unit focuses on the ways in which candidates can analyse their professional practice and identify strengths and areas for development. It aims to enable them to consider ways in which they can continually review their work with clients, to establish professional development needs and to identify ways in which these needs can be met.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- describe the principles of reflective practice
- apply the principles of reflective practice to own counselling work
- identify a range of assessment and evaluation mechanisms applicable to counselling practice
- identify strengths and areas for development in counselling work
- recognise the impact of ethics, codes of practice and legislation on counselling practice
- identify relevant professional development opportunities

Outcomes

On successful completion of the unit the candidate will be able to;
1 demonstrate an understanding of the principles of reflective practice
2 critically evaluate different ways of assessing and evaluating professional practice
3 demonstrate ways in which s/he operates as a reflective practitioner
4 analyse skills practice in terms of strengths and areas for development
5 identify learning needs in relation to counselling theory and human development concepts
6 identify issues concerning professional practice development in relation to ethics, codes of practice and the law
7 identify and critically evaluate a range of professional development opportunities

Unit 4 Professional Development

Unit content

Outcome 1
Demonstrate an understanding of the principles of reflective practice

The candidate knows how to:
- describe a model of reflective practice
- explain the advantages of counsellors adopting a reflective approach to their professional practice
- identify the key features of a range of learning styles;
  - activist
  - pragmatist
  - reflector
  - theorist
- identify and provide examples of own learning style/s

Outcome 2
Critically evaluate a range of ways of assessing and evaluating professional practice

The candidate knows how to:
- describe the ways in which the following methods of self assessment and evaluation can contribute to professional development
  - supervision
  - peer assessment
  - self assessment – eg learning log, counselling self estimate inventory
  - client feedback
  - periodic review and appraisal
  - assessor observation
  - reflection on client case notes
  - reflection on audio or videotaped counselling sessions
- describe the range of self assessment and evaluation mechanisms in place in own counselling practice
- identify ways to develop and enhance the range of self assessment and evaluation mechanisms in place in own counselling practice

Unit 4 Professional Development

Outcome 3
Demonstrate ways in which they operate as a reflective practitioner

The candidate knows how to:
- identify specific examples of ways in which the following have contributed to their own professional development
  - supervision
  - structured training courses
  - self assessment techniques
  - group discussion – colleagues
  - appraisal and review
  - feedback from clients
  - reflection on client case notes
  - feedback from trainers/observers
- identify specific action/training opportunities taken as a result of reflection on practice

Outcome 4
Analyse skills practice in terms of strengths and areas for development

The candidate knows how to:
- describe the impact on the counselling process of a range of skills used with clients
  - active listening
  - empathy
  - advanced empathy
  - helpful questioning
  - reflection
  - summary
  - information sharing
  - immediacy
  - challenge
- identify areas of strength in relation to skills used in own counselling practice
- recognise areas for development in relation to skills used in own counselling practice
- select appropriate methods/opportunities to develop specific skills used in own counselling practice

Unit 4 Professional Development

Outcome 5
Identify learning needs in relation to counselling theory and human development concepts

The candidate knows how to:
- describe the key features of core counselling theories and concepts of human development
- explain how knowledge of core counselling theory and concepts of human development impacts on counselling practice
- give specific examples of ways in which counselling theory and concepts of human development have been applied in work with clients
- identify areas for own development in relation to counselling theory and human development concepts
- select appropriate methods/opportunities to develop own knowledge in relation to counselling theory and human development concepts

Outcome 6
Identify areas concerning professional practice development in relation to ethics, codes of practice and the law

The candidate knows how to:
- recognise the impact of ethical issues in own counselling practice
- apply the key features of specific codes of practice in own counselling work
- identify learning needs in relation to ethical issues in counselling
- seek support and advice from relevant individuals and organisations in relation to application of codes of practice
- recognise how the law affects counsellors eg Data Protection Act, Exceptions to Confidentiality, legal issues relation to confidentiality
- select appropriate methods/opportunities to develop own knowledge in relation to ethical issues

Outcome 7
Identify and critically evaluate a range of professional development opportunities

The candidate knows how to:
- describe a range of professional development opportunities
  - structured training courses
  - reading
  - research
  - supervision
  - feedback from assessors
  - information events
  - conferences
  - one-off training days
  - identify the benefits of the above
  - access specific professional development opportunities

Unit 4 Professional Development

Assessment

The outcomes of this unit will be assessed on production of a 2000 word written reflective critique which includes:
- an analysis of your own learning style/s
- a critical evaluation of a range of training opportunities undertaken, including structured training programmes, supervision and reading/research
- a critical evaluation of your ability to apply and reflect on learning in your professional practice
- identify learning needs and opportunities in relation to counselling theory and human development concepts
- detailed recommendations for own continuing professional development in relation to ethics, codes of practice and the law.
- an action plan detailing specific ways in which you will meet your continuing professional development needs

Guidance
Links with other units/qualifications

This unit links very closely to Unit 3 Personal Development and Unit 6 Client Work. All units advocate supervision which is crucial for Professional Development, in addition to Unit 5 the specific Supervision unit.

This unit also has links with the Level 4 S/NVQ in Counselling, as follows:
- Unit 46 Reflect on own practice
- Unit 20 Evaluate and develop own contribution to the service
- Unit 18 Manage personal case load
- Unit 21 Provide support for other practitioners

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development, particularly in the following Level 4 Key Skills units:

If candidates are working towards the following outcomes:	*These are a selection of Key Skills evidence opportunities relating to Outcomes 1-10*
Outcome 1 Demonstrate an understanding of the principles of reflective practice	**Improving own Learning and Performance LP4.1** Develop a strategy for using skills to improve learning and performance over an extended period of time. **Improving own Learning and Performance LP4.2** Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Unit 4 Professional Development

Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

• **Outcome 2**
Critically evaluate different ways of assessing and evaluating professional practice

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 3

Demonstrate ways in which s/he operates as a reflective practitioner

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

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Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 4

Analyse skills practice in terms of strengths and areas for development

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 4 Professional Development

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 5
Identify learning needs in relation to counselling theory and human development concepts

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

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Develop a strategy for using communication skills over an extended period of time.
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Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Unit 4 Professional Development

Outcome 6
Identify issues concerning professional practice development in relation to ethics and codes of practice

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 7
Identify and critically evaluate a range of professional development opportunities

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 4 Professional Development

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.

Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.

Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Unit 4 Professional Development

Delivery advice

This unit should involve approximately 100 hours of study of which 40 should be through guided learning.

To undertake this unit, candidates will be engaged in substantial and regular counselling work with clients. This counselling can be for a statutory or voluntary organisation and must involve an explicit counselling agreement rather than the chance to exercise counselling skills within another profession or context.

Candidates will also have regular and contracted supervision to support their counselling practice. This should be with an appropriately qualified and experienced supervisor.

In addition, candidates will have access to a resourced learning centre/library with a stock of relevant material for research purposes. This resource needs to be available on a flexible basis to enable the candidate to produce the evidence required for this assessment.

Unit 4 Professional Development

Assessments should be practical and realistic and relate to current sector practice. Candidates currently working in the sector will have opportunities to draw from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and professional codes of practice. Similarly, safe working methods and safety precautions should be followed at every stage of the activity and health and safety considerations should, wherever possible, be integrated into specific units.

Appropriate centre staff should agree the outline of the Reflective Critique before commencement. Any evidence presented must be candidate's own work and candidates are expected to plan and carry out their assessments independently. All delivery should encompass working with 'difference.'

Suggested resources list

W. Dryden and B.Thorne – *Training and Supervision for Counselling in Action* (Sage)
W. Dryden, I. Horton, D. Mearne – *Issues in Professional Counsellor Training* (Cassell)
BACP Framework for Ethical Practice in Counselling and Psychotherapy
H. Johns – *Personal Development in Counsellor training* (Cassell)
D. Schon, Jossey Bass – *Educating the Reflective Practitioner*
D. Kolb – *Experiential Learning – Experience as the Source of Learning and Development* (Prentice Hall)
P. Honey and A. Mumford – *The Manual of Learning Styles* (Peter Honey)
Peter Jenkins – *Counselling, Psychotherapy and the Law (Professional Skills for Counsellors S.)* – (Sage Publications)

Unit 5
Supervision

Unit summary

Supervision (or counselling supervision/consultancy as it is sometimes called) is an ethical requirement for counselling practitioners. This unit introduces candidates to the value of supervision for ensuring responsible, reflective and ethical practice. It covers the essential components of the supervisory relationship and prepares candidates for accessing and utilising supervision to enhance and develop effective practice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- understand the contribution of supervision to effective, ethical practice
- gain insight into a range of supervision models
- contract with a supervisor and utilise supervision to own and client benefit
- evaluate self-development and competence by rigorous monitoring of practice

Outcomes

On successful completion of the unit, the candidate will be able to:
1 identify and analyse the need for and nature of counselling supervision
2 select and contract with a supervisor appropriate to own development and to clients' therapeutic need
3 evaluate the nature of the working alliance in terms of content and process
4 review the effectiveness of supervision for practice, especially the ethical imperative

Unit 5 Supervision

Unit content

Outcome 1
Identify and analyse the need for and nature of counselling supervision

The candidate knows how to:
- differentiate between managerial and counselling supervision
- relate the BACP requirement for supervision to own practice
- evaluate at least two models of supervision
- select a 'best fit' model, consistent with own core theoretical model and practice
- recognise the contribution of supervision to ethical, competent and effective practice

Outcome 2
Select and contract with a supervisor appropriate to own development and to clients' therapeutic need

The candidate knows how to:
- utilise the BACP Code of Ethics and Practice for supervisors in order to select an appropriate supervisor
- identify the nature of and availability of the supervision required
- make a supervision contract, including:
  - content
  - client group
  - accountability
  - objectives
  - roles and responsibilities
  - boundaries
  - practical details
  - arrangements for reviewing
- negotiate the congruence of supervision with own core model

Outcome 3
Evaluate the nature of the working alliance in terms of both content and process

The candidate knows how to:
- retain the balance of formative, normative, restorative and perspective elements of supervision
- negotiate the agenda for supervision sessions
- select and present material effectively
- accept and utilise feedback and challenge to improve practice
- be aware of and use parallel process

Unit 5 Supervision

Outcome 4
Review the effectiveness of supervision for practice, especially the ethical imperative

The candidate knows how to:
- review the process of supervision by measuring it against agreed goals and outcomes
- plan any desired changes to provision
- consider ethical dilemmas(real or hypothetical) in relation to supervision
- reflect on issues of accountability
- monitor work in relation to 'difference'

Assessment

The outcome of this unit will be assessed on production of:
- A written explanation of the candidate's own understanding of the need for supervision in order to monitor, improve and support practice, relating to the BACP code
- A critical evaluation of one model of supervision
- A copy of the supervision contract, endorsed by the supervisor
- Records of supervision sessions, supported by a presentation of:
  - a rationale for ways of working
  - impact of supervision on case work
  - logbook of supervision hours in relation to case load
  - Processes of reviewing
- Supervisor's report

Guidance
Links with other units/qualifications

This unit has links to the Level 4 S/NVQ in Counselling, as follows:
Unit 46 Reflect on own counselling practice(elements 46.1 and 46.2)
Unit 42.4 Reflect on own contribution to the counselling process.

This unit is integral to all other units in this qualification especially Unit 4 Professional Development and Unit 6 Client Work.

Key skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time
C4.3   Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points

Unit 5 Supervision

Improving own Learning and Performance

LP4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes

LP4.3   Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities

Delivery advice

This unit will be candidate-led and it is therefore essential that all evidence should be authenticated.

Assessment needs to ensure that candidates are clear about the difference between process and content and can clearly articulate this. Case material should demonstrate that the candidate is using supervision to enhance practice, or if not there is a clear rationale for not changing.

BACP recommend that the supervisor and supervisee should work from the same orientation. This may present difficulties in terms of location and availability. The portfolio evidence should explore the benefits and deficits of working with a supervisor from the same orientation or, if it is inevitable, a different one.

Centres need to develop and maintain a good bank of supervisors and are strongly urged to ensure that the candidate is receiving counselling (as opposed to counselling skills) supervision and that the supervisor is aware of legal and ethical issues relating to supervision. To encourage standardisation, centres could helpfully design a proforma for the essential supervisor's report.

Sufficient tutorial time for candidate explanation and evaluation of the portfolio of evidence will be needed. The tutorial time should model good supervisory practice and could be combined with small peer group supervision to facilitate case presentation. Encouragement of reflective, evaluative practice should be a key feature.

Suggested resources list

BACP – *Code of Ethics and Practice for a) Counsellors b) Supervisors*
Dryden W and Thorne B – *Training and Supervision for Counselling in Action* (Sage, 1991)
Feltham C. and Dryden D. – *Developing Counsellor Supervision* (Sage, 1994)
Hawkins P. and Shohet R. – *Supervision in the Helping Professions* (OUP, 1992)
Inskipp F and Proctor B. – *Making the most of supervision* (Cascade Associates, 1993)
Articles on Supervision regularly appear in the monthly BACP Journal.

Unit 6
Client Work

Unit summary

This unit prepares candidates for actual practice and monitors the Counsellor-in-Training as s/he works in a placement or agency setting. Candidates will continue to build on the higher level of skills rehearsed in the Core Skills unit and will work from their core theoretical model. The ability to use supervision to enhance practice is stressed throughout. Candidates reflect on the value of Codes of Ethics and Practice and relate these to their placement and practice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

The unit aims to enable the candidate to:
• prepare for practice
• integrate professional issues into practice
• practise intentionally from a core model
• monitor ethical practice via support and supervision

Outcomes

On successful completion of the unit the candidate will be able to:
1 demonstrate an understanding of relevant professional issues
2 work ethically within an agency/placement
3 demonstrate integration of a core theoretical model into practice
4 make effective use of supervision

Unit 6 Client Work

Unit content

Outcome 1
Demonstrate an understanding of relevant professional issues

The candidate knows how to:
- establish appropriate insurance cover
- be aware of health & safety issues
- ensure referral and assessment procedures are in place
- make and store Case Notes
- access support for clients within the community
- make an appropriate 'business' contract with a client

Outcome 2
Work ethically within an agency/placement

The candidate knows how to:
- discuss agency expectations
- make an appropriate contract with a placement/agency
- demonstrate understanding of agency norms, procedures
- be aware of possible conflicts in codes of ethics(particularly in relation to confidentiality)
- clarify own status within agency/placement
- clarify legal issues affecting the client group/service users

Outcome 3
Demonstrate integration of a core theoretical model into practice

The candidate knows how to:
- articulate key concepts of the core model
- use the model to underpin the counsellor-client relationship
- make interventions in accordance with the model
- maintain BACP, UKCP or other Code
- ensure boundary maintenance (self, client, agency)

Outcome 4
Monitor ethical practice via support and supervision

The candidate knows how to:
- distinguish agency support and supervision
- contract appropriately for both support and supervision
- work congruently with a supervisor
- respond to supervisor feed back
- evaluate supervision in relation to own and clients' needs

Unit 6 Client Work

Assessment

The outcomes of this unit will be assessed on the production of:
• Case notes covering at least three clients
• Indications of how the core model was used with the clients
• Evaluation of interventions used
• Supervisor-endorsed agreements of working alliance
• Commentary on how supervision feedback has been utilised
• A statement about own perceived level of competence

The above should be supplemented by:
• A copy of insurance cover policy
• Copy of agency/placement procedures and practices
• Record of meetings with clients and description of where and how records are kept
• Data base of referral agencies/personnel
• Copy of agreement with agency/placement about own role and boundaries
• Statement of agency responsibility for support and/or supervision
• Sample of agreed business contract with a client

Guidance
Links with other units/qualifications

The unit has links with all other units in the qualification, since it combines knowledge, understanding and skills. It has especially strong links to Unit 2 Counselling Skills, Unit 3 Personal Development and Unit 5 Supervision and to whichever Core Model the candidate operates.

The unit has links with Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling
Unit 42 Engage in Counselling Process with clients
Unit 43 Assess clients for Counselling
Unit 46 Reflect on own counselling practice (both elements)

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time.

Improving own learning and performance
LP4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required

Unit 6 Client Work

Working with others

W04.1 Develop a strategy for using skills in working with others over an extended period of time

W04.2 Monitor progress and adapt your strategy as necessary to achieve the quality of outcomes required.

Delivery advice

The unit should be candidate led, with tutors acting as a support and in a facilitative capacity. There should be regular small group supervision within the centre, in addition to supervision and support which the candidate may obtain from the placement agency or elsewhere. This will allow tutors to ensure that the programme outcomes are being achieved over time.

Although candidates are required to negotiate placements and supervision, centres are strongly recommended to build up a data base of reliable supervisors and agencies/placements. A forum where these personnel may liaise is desirable.

Regular tutorial time should be allocated so that candidate progress towards meeting the course outcomes as well as enhancing their practice may be monitored. A consistent reminder of the necessary business aspect of work is important to ensure that candidates gain insight into the need for counselling to be in the 'real' world.

The evidence that candidates are consistently and intentionally working from a core theoretical model needs to be convincing, particularly if the core model is integrative; case notes and commentary should be assessed with rigour.

Suggested resources list

BACP Framework for Ethical Practice in Counselling and Psychotherapy
Dryden W and Thorne B – *Training and Supervision*
Dryden W (ed) – *Key issues for Counselling in Action* (Sage1989)
Wheeler S – *Training Counsellors* (Cassell, 1996)

Unit 7
Psychodynamic Counselling

Unit summary

This unit provides an overview of the key elements of psychodynamic theory which are relevant to counselling. It relates theory to aspects of practice which are particularly (though not exclusively) associated with psychodynamic practice. Candidates are encouraged to adopt an evaluative stance to the concepts (particularly their Eurocentric origin) and to explore a rationale for adopting psychodynamic as a core model for accreditation purposes, either wholly, or as part of an integrative model.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

The unit aims to enable the candidate to:
- build on the knowledge and understanding of psychodynamic theory gained in the Counselling Theory unit
- develop and practise the techniques appropriate to psychodynamic counselling
- evaluate psychodynamic counselling, particularly its place within a multicultural society
- appreciate the particular supervision needs of the psychodynamic practitioner.

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of the key principles of psychodynamic thinking
2 reflect on post-Freudian developments in psychodynamic thinking
3 evaluate psychodynamic contributions to therapeutic work
4 conduct an ethical counselling interview using psychodynamic techniques
5 utilise supervision to monitor and enhance practice

Unit 7 Psychodynamic Counselling

Unit content

Outcome 1
Demonstrate an understanding of the key principles of psychodynamic thinking

The candidate knows how to:
- compare the structure of the psyche as seen by different theorists (e.g Freud and Jung)
- recognise defence mechanisms
- identify psycho-sexual development
- relate psycho-sexual development to the Eriksonian life-cycle
- analyse acquisition of function and dysfunction in psychodynamic terms
- demonstrate familiarity with the language of psychodynamic theory

Outcome 2
Reflect on post-Freudian developments in psychodynamic thinking

The candidate knows how to:
- evaluate the work of object-relations theorists
- identify significant departures from Freudian thinking (eg Adler, Jung) within the psychodynamic approach
- integrate the work of childhood theorists (Klein, Winnicott)
- analyse more recent growth in psychodynamic work (transpersonal, feminist)

Outcome 3
Evaluate psychodynamic contributions to therapeutic work

The candidate knows how to:
- recognise the Eurocentric base of psychodynamic theory
- identify aspects of psychodynamic theory which may not help in multi-cultural, feminist or other work
- question the validity of the 'presenting past'
- evaluate the 'evidence base' for psychodynamic theory

Outcome 4
Conduct an ethical counselling interview using psychodynamic techniques

The candidate knows how to:
- demonstrate awareness of power issues
- use specific psychodynamic techniques(free-association, transference and counter transference, interpretation, handling resistance)
- provide a rationale for interventions within an ethical framework

Unit 7 Psychodynamic Counselling

Outcome 5
Utilise supervision to monitor and enhance practice

The candidate knows how to:
- access and contract with an appropriate supervisor
- present appropriate material for supervision
- monitor the nature of the supervisory relationship, particularly the transference phenomenon
- apply insights from supervision to practice

Assessment

The outcomes of this unit will be assessed on the production of:
- A report or case study of a minimum of 2000 words which includes:
  – Freud's topographical and structural model of the mind
  – significant departures from Freud(especially Jung)
  – development of object relations
  – at least one other development
  – a consistently evaluative approach to all concepts
  – a rationale for adopting psychodynamic theory as a core model
- A tape and transcript of a psychodynamic counselling interview – real or simulated (if simulated the CAMPAG guidelines for simulation need to be followed). On the tape there should be demonstration of at least three specific psychodynamic techniques. The transcript should identify the techniques, and provide a rationale for their ethical use. The candidate should also reflect on whether other techniques could have been used. The contents of the tape should be endorsed by supervisor.

Guidance
Links with other units/qualifications

The unit has links with Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling
Unit 42 Engage in a counselling process with clients (element 42.1 and 42.2)
Unit 44 Explore clients' issues during the counselling process (element 44.1)
Unit 46 Reflect on own counselling practice (both elements)

The unit has strong links with Unit 1 Counselling Theory.
Unit 6 Client Work may be presented from the perspective in this unit. This unit also has some links to Unit 22 Counselling for Loss and Grief.

The unit links to the BACP criterion for a core model of counselling required for personal accreditation.

Unit 7 Psychodynamic Counselling

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4

Communication
C4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required
C4.3   Evaluate your overall strategy and present the outcomes from your work

Improving own learning and performance
LP4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required.
LP4.3   Evaluate your own strategy and present outcomes from your work, including a synthesis of what you have learned from the complex learning activities

Delivery advice

The knowledge base for this unit is considerable and tutors will need to ensure that as many self-referent exercises as possible are introduced to ensure that the theory does not become too onerous. Practical exercices based on the concepts, can be a useful way of helping candidates internalise the knowledge (The National Extension College's Theory Pack may provide useful examples).

Exercises which debate some of the more contentious concepts (eg penis envy) will help to establish the crucial evaluative stance. This stance is essential not only for candidates developing a Core Model in preparation for BACP Accreditation, but also in terms of Equal Opportunity and anti-discriminatory practice.

Preparation for the assessed counselling interview needs to be extensive, a good bank of case material which allows for psychodynamic intervention is needed. Although it is desirable for candidates to have a supervisor from the same orientation, availability and accessibility may be barriers. The benefits and deficits should be made clear in the candidate's account of how supervision affected practice (outcome 5)

Unit 7 Psychodynamic Counselling

Suggested resources list

Balint M – *The Basic Fault* (Tavistock 1968)
Bennet EA – *What Jung Really Said* (MacDonald 1966)
Bettelheim B – *Freud and Man's Soul* (NY Fontana)
Casement P J – *On Learning from the Patient* (NY Guildford Press)
Corey, G. – *Theory and Practice of Counselling and Psychotherapy* (Brooks/ Cole 1991)
Corey, G – *Case Approach to Counselling and Psychotherapy* (Brooks/Cole)
Geenberg JR, Mitchell SA – *Object Relations in psychoanalytical theory* (Harvard University Press)
Dryden, W.(ed) – *Individual Therapy* (OUP 1990)
Drinkmeyer DC – *Adlerian Counselling and Psychotherapy* (Macmillan 1982)
Erikson E.H. – *Childhood and Society* (NY Norton 1963)
Fairbairn WRD – *Psychoanalytic Studies of Personality* (Tavistock 1952)
Freud S (R Wollheim) – *in Modern Masters Series* (Fontana 1973)
Jung C (A. Storr) – *in Modern Masters Series* (Fontana 1973)
Klein M – *The Writings of Melanie Klein* (Hogarth 1975)
Lacan (M. Bowie) – *in Modern Masters Series* (Fontana 1985)
Lambert MJ, Bergin AE – *Achievements and limitations of psychotherapy in History of Psychotherapy* (American Psy.Ass)
McLaughlin B. – *Developing Psychodynamic Counselling* (Sage 1999)
Nelson-Jones, R – *The Theory and Practice of Counselling Psychotherapy* (Macmillan 1982)
Strupp H H – *The future of psychodynamic psychotherapy* (Psychotherapy 29I, 1992)
Zeig JK, Munion WM – *What is Psychotherapy?* (San Francisco, Jossey B Bass)
The Journal of Psychodynamic Counselling

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Unit 8
Person-Centred Counselling

Unit summary

This unit is about developing knowledge and understanding of the person-centred approach to counselling. It focuses on the skills, attitudes and concepts underpinning person-centred counselling and investigates the development of this key theory. As a practising counsellor, the candidate will have the opportunity to reflect on ways in which they apply person-centred principles in their work with clients.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit enables the candidate to:
* describe the development of the person-centred approach and identify significant theorists
* describe the principles and features of the person-centred approach
* examine the 6 core conditions central to the therapeutic relationship
* identify the skills necessary to work effectively as a person-centred counsellor
* reflect on use of person-centred approach in own counselling with clients including working multiculturally

Outcomes

On successful completion of the unit the candidate will be able to
1 demonstrate an understanding of the development of the person-centred approach
2 investigate the contribution made to the person-centred approach by key theorists
3 critically evaluate the principles and features underpinning the person-centred approach
4 define the 6 core conditions of Rogers' person-centred approach
5 analyse the skills used by person-centred counsellors
6 critically evaluate own use of person-centred approach in counselling

Unit content

Outcome 1
Demonstrate an understanding of the development of the person-centred approach

The candidate knows how to:
* describe the origins of the person-centred approach
* analyse the relationship between the person-centred approach and other key counselling theories which preceded it
  – psychodynamic
  – cognitive-behavioural
* evaluate developments in the person-centred approach during the 20th century
* identify the relationship between person-centred counselling and humanistic psychology

Unit 8 Person-Centred Counselling

Outcome 2
Investigate the contribution made to the person-centred approach by key theorists

The candidate knows how to:
* use research skills to identify the contribution of key theorists to person-centred counselling
* describe the significance of the contribution made to the person-centred approach by:
  – Carl Rogers
  – R Carkhuff
  – A Maslow
  – E T Gendlin
  – Dave Mearns and Brian Thorne
  – Gerard Egan
* examine the relationship between the ideas and concepts developed by the key theorists

Outcome 3
Critically evaluate the principles and features underpinning the person-centred approach

The candidate knows how to:
* describe the principles and features underpinning the person-centred approach
  – self concept
  – self acceptance
  – self actualisation
  – locus of evaluation
  – therapeutic process
  – experiential focus
  – phenomenological thinking
* accurately assess the significance of the above in relation to person-centred counselling
* examine the features and principles of the person-centred approach in relation to human development theories
  – transactional analysis
  – classical conditioning
  – social learning theory
  – psychoanalytic theory
  – attachment theory
  – object relations theory
  – systems theory
* reflect on the western focus of the principles

Outcome 4
Describe the 6 core conditions of Rogers' person-centred approach

The candidate knows how to:
- describe the 6 core conditions of Rogers' person-centred approach
  - empathy
  - unconditional positive regard
  - congruence
  - two persons in psychological contact
  - client in state of incongruence
  - communication to client of empathic understanding and unconditional positive regard is achieved
- evaluate own ability to demonstrate
  - empathy
  - unconditional positive regard
  - congruence
- recognise and identify incongruence in clients
- demonstrate awareness of the impact of clients' cultural context and background
- identify potential barriers to demonstrating
  - empathy
  - unconditional positive regard
  - congruence
- recognise the impact of the core conditions on clients
- evaluate clients' progress during person-centred counselling

Outcome 5
Analyse the skills used by person-centred counsellors

The candidate knows how to
- assess the impact of the following skills in person-centred work
  - communicating warmth
  - communicating empathy
  - displaying congruence
  - conveying a non judgemental attitude
  - using silence
  - active listening
  - reflection
  - summarising
  - helpful questioning
  - challenge
  - immediacy
  - making links
- select specific skills to enhance the counselling process
- recognise clients' response to skills being used
- demonstrate an awareness of clients' cultural context and background in the use of skills
- apply the use of skills flexibly and sensitively

Unit 8 Person-Centred Counselling

Outcome 6
Critically evaluate own use of person-centred approach in counselling

The candidate knows how to:
- reflect on own counselling practice in relation to person-centred theory
- identify key features of own practice that demonstrate adherence to person-centred counselling
- continually review ability to demonstrate empathy, congruence and unconditional positive regard with clients
- recognise constraints to demonstrating empathy, congruence and unconditional positive regard
- apply person-centred theory to own development
- identify movement and growth in clients
- recognise own training needs in relation to specific areas of person-centred counselling
- demonstrate awareness of clients' cultural context and background whilst adhering to person-centred principles
- operate ethically and adhere to organisational principles and codes of practice

Assessment

The outcomes of this unit will be assessed on the production of a 2000 word 'Self Assessment Statement'. In this statement candidates will reflect on their person-centred counselling practice. They will use examples of case work to demonstrate their knowledge and understanding of the principles and features of person-centred counselling. They will critically evaluate their practice in relation to demonstrating the core conditions, including examples of times when these conditions were challenged. This Self Assessment Statement will address aspects of outcomes 1,2,3,4,5,6. More specifically, candidates will be asked to
- demonstrate their knowledge, understanding and application of a person-centred approach in own counselling practice
- critically evaluate the way in which they apply a person-centred approach in own counselling practice
- demonstrate their understanding of the core conditions
- reflect on challenges of adhering to core conditions in own counselling practice

Unit 8 Person-Centred Counselling

Guidance

Links with other units/qualifications

The unit builds on Unit 1 Counselling Theory – the base theoretical unit. It may become the Core Theoretical Model or part of an Integrative Model for BACP Personal Accreditation. The core conditions and skills will enhance the practice work of all units within the qualification. The principles advocated in this unit from a sound base for Personal Development work in Unit 3.

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
- Unit 41 Employ a theoretical framework in counselling
- Unit 42 Engage in a counselling process with clients
- Unit 43 Assess clients for counselling
- Unit 44 Explore clients' issues during the counselling process
- Unit 45 Conclude counselling with clients
- Unit 46 Reflect on own practice
- Unit 2 Enable clients to gain access to the service
- Unit 7 Assist clients to decide on a course of action
- Unit 8 Assist clients to plan the implementation of a course of action
- Unit 9 Assist clients to review the achievement of their course of action
- Unit 10 Support clients during their activities
- Unit 20 Evaluate and develop own contribution to the service

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development, particularly in the following Level 4 Key Skills units:

If candidates are working towards the following outcomes:

These are a selection of Key Skills evidence opportunities relating to Outcomes 1-6

- **Outcome 1**
Demonstrate an understanding of the development of the person-centred approach

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 8 Person-Centred Counselling

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

• **Outcome 2**
Investigate the contribution made to the person-centred approach by key theorists

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
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a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

- **Outcome 3**
Critically evaluate the principles and features underpinning the person-centred approach

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

- **Outcome 4**
Define the 6 core conditions of Rogers' person-centred approach

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 8 Person-Centred Counselling

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

• **Outcome 5**
Analyse the skills needed by person-centred counsellors

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images.

- **Outcome 6**

Critically evaluate own use of person-centred counselling approach in counselling

Improving own Learning and Performance LP4.1

Develop a strategy for using skills to improve learning and performance over an extended period of time.

Improving own Learning and Performance LP4.2

Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.

Improving own Learning and Performance LP4.3

Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1

Develop a strategy for using communication skills over an extended period of time.

Communication C4.2

Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:

a one group discussion about a complex subject;

b one extended written communication about a complex subject.

Communication C4.3

Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images.

Unit 8 Person-Centred Counselling

Delivery advice

This unit should involve approximately 100 hours of study of which 40 should be through guided learning.

To undertake this unit, candidates will be engaged in substantial and regular counselling work with clients. This counselling can be for a statutory or voluntary organisation and must involve an explicit counselling agreement rather than the chance to exercise counselling skills within another profession or context.

Candidates will also have regular and contracted supervision to support their counselling practice. This should be with an appropriately qualified and experienced supervisor.

In addition, candidates will have access to a resourced learning centre/library with a stock of relevant material for research purposes. This resource needs to be available on a flexible basis to enable the candidate to produce the evidence required for this assessment.

Assessments should be practical and realistic and relate to current sector practice and ensure 'difference' is acknowledged. Candidates currently working in the sector will have opportunities to draw from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and professional codes of practice. Similarly, safe working methods and safety precautions should be followed at every stage of the activity and health and safety considerations should, wherever possible, be integrated into specific units.

Unit 8 Person-Centred Counselling

Appropriate centre staff should agree the outline of the Self Assessment Statement before commencement. Any evidence presented must be candidate's own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extensive range of text books and materials are available to candidates undertaking research studies in counselling. These include the following:
Carl Rogers – *A Way of Being* (Houghton Mifflin)
Carl Rogers – *Client Centred Therapy* (Houghton Mifflin)
Richard Nelson-Jones – *The Theory and Practice of Counselling Psychology* (Holt)
E.T Gendlin – *Focusing* (Bantam Books)
Gerard Egan – *The Skilled Helper* (Brooks/Cole)
Dave Mearns and Brian Thorne – *Person-Centred Therapy Today* (Sage)
Dave Mearns and Brian Thorne – *Person-Centred Counselling in Action* (Sage)
BACP Code of Ethics for Counsellors (BACP)

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Unit 9
Existential Counselling

Unit summary

This unit is about doing basic counselling work from an existential perspective. The candidate showing an ability to work in this way will be able to assist clients in their transition through life crises in an active and constructive way.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of satisfactory and reliable standard which demonstrates a commitment tow working with difference.

Aims

The unit aims to prepare the candidate to:
- acquire a fundamental working knowledge of those philosophers that have made substantial contributions to understanding the human predicament
- recognise existential dilemmas and enable clients to tackle these creatively
- have an active skills base of existential interventions
- reflect on and evaluate their own interventions and contextualize these in relation to the client's social, political and cultural situation

Outcomes

On successful completion of the unit the candidate will be able to:
1 demonstrate a theoretical understanding of existential methods
2 show a good level of skill in intervening in clients' predicaments from an existential perspective
3 show awareness and practical fluency in examining different dimensions of a client's experience
4 understand and articulate the client's particular worldview, tracing and discussing their assumptions, beliefs and values
5 demonstrate sensitivity to and a useful interaction with the client's beliefs and values, enabling the creation of a meaningful framework of reference and a new purpose in living
6 utilise appropriate supervision

Unit 9 Existential Counselling

Unit content

Outcome 1
Demonstrate a theoretical understanding of existential methods.

The candidate knows how to:
- describe at least two theories of existential counselling
- concisely summarize the practical contribution and validity of the existential approach
- provide an illustration of the relevance of the application of existential ideas to counselling

Outcome 2
Show a good level of skill in intervening in clients' predicaments from an existential perspective

The candidate knows how to:
- demonstrate familiarity with a range of existential methodologies
- illustrate the use of this methodology through application to a specific case
- show appropriateness of intervention in relation to clients' particular predicaments

Outcome 3
Show awareness and practical fluency in examining different dimensions of a client's experience

The candidate knows how to:
- demonstrate a good understanding of the different levels of human experience
- trace a client's difficulties on each level
- demonstrate a working knowledge of the different theories that discuss possible resolution of conflict on each dimension

Outcome 4
Understand and articulate the client's particular worldview, tracing and discussing their assumptions and beliefs.

The candidate knows how to:
- be aware and explicit about a client's worldview, tracing personal bias and assumptions
- locate and accurately describe the themes that illustrate and summarize a client's worldview and concrete way of being in the world
- show evidence of an ability to formulate and explore a client's beliefs, with some perspective on whether they may be realistic

Unit 9 Existential Counselling

Outcome 5
Demonstrate sensitivity to and a useful interaction with the client's beliefs and values, enabling the creation of a meaningful framework of reference and a new purpose in living.

The candidate knows how to:
• accurately trace a person's fundamental values, in relation to their beliefs and ideals
• discuss the implications, consequences and potential advantages and disadvantages of these
• engage with the client in a positive manner in relation to these values, beliefs and ideals in both supportive and challenging ways

Outcome 6
Utilise appropriate supervision

The candidate knows how to:
• review the process of supervision by measuring it against agreed goals and outcomes
• plan any desired changes to provision
• consider ethical dilemmas (real or hypothetical) in relation to supervision
• reflect on issues of accountability
• monitor work in relation to 'difference'

Assessment

The outcomes of this unit will be assessed on production of:
• A portfolio containing 3 short pieces of work:
  – Brief descriptions of 2 existential theorists' point of view on a particular human issue.
  – A short description of a practical existential method of counselling.
  – An example of a concrete application of this type of work to a specific problem.
• A brief case illustration that demonstrates use of existential methodology, with appropriate interventions and showing an accurate understanding of a client's situation.
• Evidence which demonstrates that the candidate is able to:
  – Listen to a tape of a particular individual talking about his or her problems, reconstructing this person's worldview and summarizing relevant themes accurately. This can be demonstrated in a peer counselling situation: showing one's ability to extract relevant information and interact with the partner accurately and effectively with both understanding and challenge.
  – In an exercise of paired work show the ability to extract a person's values and beliefs after listening to a person speaking about what makes them tick for twenty minutes. Show the ability to explore these values for possible contradictions and for their long term implications.
• Supervisor's report

Unit 9 Existential Counselling

Guidance

Links with other units/qualifications

The unit has links with Unit 7 Psychodynamic Counselling and Unit 8 Person-Centred Counselling.

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
- Unit 41 Employ a theoretical framework in counselling
- Unit 42 Engage in a counselling process with clients
- Unit 43 Assess clients for counselling
- Unit 44 Explore clients' issues during the counselling process
- Unit 45 Conclude counselling with clients
- Unit 46 Reflect on own practice
- Unit 2 Enable clients to gain access to the service
- Unit 7 Assist clients to decide on a course of action
- Unit 8 Assist clients to plan the implementation of a course of action
- Unit 9 Assist clients to review the achievement of their course of action
- Unit 10 Support clients during their activities

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication C4.1

C4.1 Develop a strategy for using communication skills over an extended period of time

C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points

Improving own Learning and Performance

LP4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in at least two complex learning activities

LP4.3 Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities

Whilst the above examples outline the possible links between the learning outcomes for this unit and Key Skills, it is essential that the candidate is encouraged to explore further the Key Skills accreditation opportunities within the evidence generated by his/her personal learning strategy.

Unit 9 Existential Counselling

Delivery advice

Learning should take place in the context of a training group, where members of the group can provide multiple examples of life experience and challenge each other in their outlook and set values and beliefs. A cross-cultural group setting is particularly relevant to this work and certainly existential trainees need to have the benefit of some extensive life experience that makes them capable of reflecting on human issues.

Some of the assessment will take place in paired exercises using the group format and these exercises will be observed and monitored by the assessor. Other aspects of the assessment will be carried out in written format and these will be based on the candidates' theoretical learning and experience of working practically with clients in a placement setting. These elements will be assessed through the production of a short case example illustrating the candidate's competence to work existentially.

The unit will involve about 100 hours of study at least half of which involve guided learning.

Suggested resources list

Cohn, H. – *Existential Thought and Therapeutic Practice* (London: Sage, 1997)
Deurzen, E. van – *Paradox and Passion in Psychotherapy* (Chichester: Wiley, 1998)
Existential Therapy, in W. Dryden (ed.) – *Handbook of Therapy* (London: Sage, 1996)
Existential Counselling and Psychotherapy in Practice (London: Sage, 1988)
Du Plock, S. (ed) – *Case Studies in Existential Psychotherapy and Counselling* (Chichester: Wiley, 1997)
Frankl, V.E. – *Man's Search for Meaning* (London: Hodder & Stoughton, 1964)
Jaspers, K. – *Way to Wisdom,* trans. R. Manheim, (New Haven and London: Yale University Press, 1951)
Laing, R.D. – *The Divided Self* (London: Penguin, 1960)
May, R. – *Love and Will* (New York: Norton, 1969)
The Discovery of Being (New York: Norton, 1983)
May, R. & Yalom, I. – 'Existential Psychotherapy', in R.J. Corsini (ed.) *Current Psychotherapies,* Itasca, Ill: (Peacock, 1985)
May, R., Angel, E. & Ellenberger, H.F. – *Existence,* (New York: Basic Books, 1958)
Sartre – *Sketch for a Theory of the Emotions* (London: Methuen, 1962)
Smail, D.J. – *Psychotherapy: A Personal Approach* (London: Dent, 1978)
Strasser, F. & Strasser, A. – *Existential Time-Limited Therapy* (Chichester: Wiley, 1997)
Warnock, M. – *Existentialism* (Oxford: Oxford University Press, 1997)
Yalom, I. – *Existential Psychotherapy* (New York: Basic Books, 1980)
Yalom, I. – *Love's Executioner and Other Tales of Psychotherapy* (Harmondsworth, Middlesex: Penguin, 1989)

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Unit 10
Cognitive Behavioural Therapy

Unit summary

This unit further develops the candidate's understanding of cognitive behavioural approaches to counselling that were worked on in the theory unit. Candidates are invited to consider Cognitive Behaviour Therapy (CBT) as a core theoretical model, or as part of an integrative model for BACP accreditation. The history and profile of CBT are explored through the work of significant theorists. Candidates become familiar with the specific language and techniques of CBT and the principles within which these are practised. The practice of CBT is contextualised to counselling people who suffer from depression and from anxiety. The importance of supervision for ethical practice is stressed. Candidates are additionally introduced to concepts of Brief Therapy and some of the specific skills associated with this work within the CBT 'umbrella'.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes, and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- explore the theory and principles of Cognitive Behavioural Therapy (CBT)
- acquire some of the language and techniques specific to CBT
- practise CBT ethically within two contextualised areas
- acquire a basic understanding of Brief Therapy and its links to other CBT work.

Outcomes

On successful completion of the unit the candidate will be able to:
1 demonstrate an understanding of the theoretical concepts of Cognitive Behavioural Therapy
2 demonstrate knowledge of the work of some of the major theorists/practitioners of Cognitive Behavioural Therapy
3 use the specific language and techniques of Cognitive Behavioural Therapy
4 conduct a counselling interview using Cognitive Behavioural Therapy techniques with a depressed person and a person suffering some form of anxiety
5 demonstrate a basic competence in working with Brief Therapy

Unit 10 Cognitive Behavioural Therapy

Unit content

Outcome 1
Demonstrate an understanding of the theoretical concepts of Cognitive Behavioural Therapy

The candidate knows:
- the historical perspectives of CBT
- the basic principles of CBT
- the collaborative nature of CBT
- the time-bounded, reality-focused nature of the therapy
- that 'there is nothing good or bad, but thinking makes it so'

Outcome 2
Demonstrate knowledge of the work of some of the major theorists/practitioners of Cognitive Behavioural Therapy

The candidate knows:
- the work of Beck
- the REBT model of Ellis
- the stress innoculation training of Meichenbaum
- how to use the Beck and Young scale
- the symptoms of depression and anxiety as defined in the Diagnostic and Statistical Manual – Fourth Edition (DSM-IV)

Outcome 3
Use the specific language and techniques of Cognitive Behavioural Therapy

The candidate knows how to:
- recognise cognitive errors(personalising, labelling, mind-reading etc)
- manage case formulation
- elicit negative automatic thoughts (NATs) and core beliefs
- use Socratic questioning and collaborative empiricism
- understand client schemata

Outcome 4
Conduct a counselling interview using Cognitive Behavioural Therapy techniques with a depressed person and a person suffering from anxiety

The candidate knows how to:
- identify Diagnostic and Statistical Manual (DSM) criteria for depression and anxiety
- explain the CBT approach for depression and anxiety to a client
- carry out an assessment and construct a case formulation
- evaluate the interview, utilising (CBT) supervision

Unit 10 Cognitive Behavioural Therapy

Outcome 5
Demonstrate a basic competence in working with Brief Therapy

The candidate knows how to:
- explain the background and theory of Brief Therapy
- describe situations where Brief Therapy might be appropriate
- use a range of Brief Therapy interventions(miracle question, scaling, self-solving of problems etc)
- evaluate the benefits/deficits of brief and longer term therapy

Assessment

The outcomes of this unit will be assessed on the production of:

A case study (actual or as outlined by the tutor) which includes:
- a rationale for using Cognitive Behavioural Therapy (CBT)
- an understanding of the collaborative, goal-orientated, reality-based principles of CBT
- an attempt at assessment and case formulation
- some reference to DSM-IV criteria
- proposed treatment procedures and rationale which includes evaluative reference to the major theorists/practitioners
- an overall evaluation of CBT as a core model with reference to its relevance in multi-cultural work
(Candidates may choose to offer ONE Brief Therapy interview and one CBT interview.)

A tape and transcripts of two ethical interviews using CBT techniques; two interviews will allow the candidate to sufficiently demonstrate the techniques specific to CBT and must include:
- some use of Socratic questioning
- collaborative empiricism
- eliciting of thoughts(especially NATs)
- recognition and challenge of cognitive errors
- the setting of homework

The transcripts should evaluate the interviews for:
- clear description of schemata
- case formulation
- the impact (or otherwise) of supervision

Unit 10 Cognitive Behavioural Therapy

Guidance

Links with other units/qualifications

This unit has links to Level 4 S/NVQ in Counselling, as follows:
Unit 41: Employ a theoretical framework in counselling (both elements)
Unit 42: Engage in a counselling process with clients (elements 42.1, 42.2, 42.4)
Unit 43: Assess clients for counselling (element 43.1)
Unit 46: Reflect on own counselling practice (element 46.2)

This unit has links with the BACP criterion for a core model as essential for Personal Accreditation.

The unit also has links with Unit 1 Counselling Theory and could be linked to other theory units within this qualification to comprise an integrative model. It also builds on Unit 2 Counselling Skills.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 key skills units:

Communication C4.1
Develop a strategy for using communication skills over an extended period of time

Improving own learning and performance LP43
Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities.

Delivery advice

There should be a careful balance of theoretical input (preferably by an experienced CBT practitioner) and candidate practice of CBT techniques. It is not advisable for students to practise until the techniques have been mastered (even with supervision). Good simulation, following CAMPAG guidelines for simulation will allow candidates the opportunity for rehearsal. Negotiating with peers to rehearse the techniques can be helpful learning in itself.

Copies of the Beck and Young scale and relevant sections of DSM-IV need to be available for candidates to gain familiarity with the criteria. Candidates need to be helped to understand that the CBT techniques alone do not make for ethical practice, and the nature of the client-counsellor relationship (particularly in view of recent developments) should be thoroughly debated following Beck's view that 'getting to emotions' is important. It will be important to monitor the quality of the client-counsellor relationship in the assessed interviews.

Unit 10 Cognitive Behavioural Therapy

The ongoing debate about the perceived directive nature of CBT should be explored within the framework of equal opportunity and anti-discriminatory practice. There is also good opportunity for evaluating CBT from a cross-cultural framework, particularly in relation to the collaborative dialogue technique.

Candidates adopting CBT as their core model, or as part of an integrative model should be working on their own cognitive processes as part of their personal development and could record this in journals.

A current practitioner who is trained in and/or sympathetic to Brief Therapy will be required.

Suggested resources list

Books which support CBT learning are:
Dryden, W. (ed) – *Individual Therapy* – chapters 11 & 12 (OUP, 1994)
Corey, G. – *Theory and Practice of Psychotherapy* (Brooks/Cole ,1991)
Beck, A. – *Cognitive Therapy and the Emotional Disorders* (Penguin, 1989)
Dryden, W. – *Counselling Individuals: the Rational Emotive Approach* (Taylor Francis, 1987)
Ellis, A. – *Reason & Emotion in Psychotherapy* (Lyle Stuart NY, 1962)
Ellis, A. And Dryden, W. – The Practice of Rationale Emotive Therapy (Springer NY, 1987)
Meichenbaum, D – *Stress Innoculation Training* (Pergamon, 1985)
Trower P, Casey A, Dryden W – Cognitive – *Behavioural Counselling in Action* (Sage, 1988)
Weishaar Me Beck – *Key Figures in Counselling and Psychotherapy* (Sage, 1993)
Wills, F and Sanders, D – *Transforming the Image* (Sage, 1999)
de Shazer S – *Clues: Investigating Solutions in Brief Therapy* (Norton, 1998)
de Shazer S – *Keys to Solutions in Brief Therapy* (Norton, 1985)
Miller S, Hubble M and Duncan L – *Handbook of Solution Focussed Brief Therapy* (Jossey-Bass)
Videos and audio tapes of Beck working with clients are available and may be borrowed from the Oxford NHS Hospital Trust.

The BACP Journal has an on-going debate and correspondence with, amongst others, Richard Nelson- Jones on the subject of linking CBT and other orientations.

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Unit 11
Gestalt Therapy

Unit summary

This unit provides an overview of the key elements of Gestalt therapy, which are relevant to counselling. Candidates are encouraged to consider Gestalt as a core model and to explore the work of significant theorists with particular reference to the language of the model and how this focuses on process as opposed to content. The importance of supervision for ethical practice is stressed.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes. Candidates must produce work of a satisfactory standard that is reliable, current and valid.

Aims

This unit aims to enable the candidate to:
- explore the principles and theory underlining the systematic exploration of 'what is' as genuine and the dialogic approach of Gestalt therapy and the awareness of significant insights
- develop and practise the techniques appropriate to the professional practice of Gestalt therapy
- acquire awareness of the insight processes of Gestalt therapy
- evaluate Gestalt therapy especially within modern society.

Outcomes

On successful completion of the unit the candidate will be able to:
1. demonstrate knowledge of and an understanding of the key principles of Gestalt
2. demonstrate the ability to focus on process rather than content
3. apply the Gestalt 'Theory of Personality'
4. evaluate Gestalt therapy for core model
5. conduct an ethical counselling interview using Gestalt therapy techniques
6. utilise supervision to monitor and enhance practice.

Unit 11 Gestalt Therapy

Unit content

Outcome 1
Demonstrate knowledge of and an understanding of the key principles of Gestalt therapy

The candidate knows how to:
- apply the basic concepts of the phenomenological perspective
- apply the basic concepts of the field theory perspective
- recognise the basic concepts of the existential perspective
- apply the basic characteristics of Dialogue

Outcome 2
Demonstrate the ability to focus on process rather than content

The candidate knows how to:
- use counselling skills with empathy, congruence and respect.
- utilise active techniques that clarify experience.
- utilise active techniques that increase awareness.
- show awareness of holism and multidimensionality.

Outcome 3
Apply the Gestalt 'Theory of Personality'

The candidate knows how to:
- recognise the ecological interdependence of the organism and environmental field.
- recognise the two functions of boundary
- apply regulation of the boundary
- recognise mental metabolism
- apply Organismic self-regulation
- apply the Concepts of personality theory
- recognise and apply the phenomenological–existential theories of Perls F and Perls L, and evaluate other Gestalt theorists (e.g Wertheimer, Reich and Idhe).

Outcome 4
Evaluate Gestalt therapy for core model

The candidate knows how to:
- describe the main critiques of Gestalt therapy
- debate/dispute/defend the principles of Gestalt(eg in relation to claims that its practice is too 'tough'; that few clients stick with it etc)
- reflect on Gestalt in relation to multi-culturalism
- differentiate Gestalt from other models (eg the client is 'author' and therefore holds 'author-ity')
- analyse the therapeutic style

Unit 11 Gestalt Therapy

Outcome 5
Conduct an ethical counselling interview using Gestalt therapy techniques

The candidate knows how to:
- actively engage with the client maintaining boundary awareness.
- apply the therapist's active presence to be seen to be alive and excited, honest and direct.
- facilitate growth in a counselling environment.
- facilitate the client's learning process through contact engagement in the counselling interview.
- apply the relevant interventions.
- use counselling skills with empathy, respect and congruence.
- adjust work in light of supervision awareness.

Outcome 6
Utilise supervision to monitor and enhance practice

The candidate knows how to:
- access and contract with an appropriate supervisor.
- present appropriate awareness material for supervision.
- monitor the insight of the supervisory process.
- apply awareness and insights from supervision to practice.
- apply the educational, restorative, administrative elements of supervision to personal development

Assessment

The outcomes of this unit will be assessed on the production of a case study or report of a minimum of 2000 words which includes:
– a critical analysis of Gestalt therapy techniques and theory.
– objective exploration of trusting immediate awareness and insight as a core model technique.
– an attempt at assessment and case formulation.
– proposed treatment and rationale for this.
– a critical evaluation of Gestalt as a Core Model.
- A practical demonstration by tape and two transcripts which must be endorsed by the candidate's supervisor, allowing the candidate to demonstrate sufficiency within Gestalt and must include;
- maintenance of ethical boundaries.
- rationale for interventions used.
- awareness or insight.
- clear indication of Field Theoretical and Phenomenological practice rather than Conceptual and Genetic practice, focusing on 'what is'.

Unit 11 Gestalt Therapy

Guidance
Links with other units/qualifications

Within the qualification the unit has links to:
Unit 1 Counselling Theory
Unit 2 Counselling Skills (for comparative study – Gestalt techniques often differing from those of other models)
Units 7-13 where the candidate may be considering an Integrative Core Model or deciding whether to adopt Gestalt as the Core Model.

The optional units selected by the candidate could well be linked to Gestalt, if this is the chosen model.

This unit has links to with the Level 4 S/NVQ in Counselling, as follows:
* Unit 41 Employ a theoretical framework in counselling (both elements)
* Unit 42 Engage in a counselling process with clients (elements 42.1 and 42.2)
* Unit 43 Assess clients for counselling (element 43.1)
* Unit 44 Explore client's issues during the counselling process (element 44.1)
* Unit 46 Reflect on own counselling practice (both elements)

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 key skills units:

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time
C4.2   Monitor progress and adapt your strategy as necessary to achieve the quality of outcomes required.
C4.3   Evaluate your overall strategy and present the outcomes from your work

Improving own learning and performance
LP4.2   Develop a strategy for using skills in improving own learning and performance over an extended period of time.
LP4.3   Evaluate your own strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 11 Gestalt Therapy

Delivery advice

This unit requires an extensive knowledge base and tutors need to ensure that preparation by the candidates is well grounded in practical exercises and recorded by experienced supervisors. Preparation for the assessed counselling interview needs to be thorough with a good core base of case material that is relevant to the unit and the interventions used.

Exercises for this unit should debate rigorously the theoretical concepts and processes focusing on the therapist's awareness and insights. This is essential when developing the Core Model in preparation for BACP accreditation.

Candidates should be working on their own internal processes and recording this in their journals as part of their personal development.

Suggested resources list

An extended range of textbooks and reference materials are available to students undertaking training in Gestalt Therapy including the following:
Clarkson P – *Gestalt Counselling in Action* (London Sage)
Miller MV – *Some historical limitations of Gestalt Therapy* (The Gestalt journal 8 1 51-54)
Polster E – *Every person's life is worth a novel* (NY Norton)
Perls F. – *The Gestalt Approach. Palo Alto: Science and Behaviour Books. 1973* (Bantam, 1976)
Polster E & Polster M – *Gestalt Therapy Integrated: Contours of Theory and Practice.* (New York Brunner/ Mazel.1973)
Stephenson F.D(Ed) – *Gestalt Therapy Primer: Introductory Readings in Gestalt Therapy* (Springfield 111. Charles C Thomas, 1975)
Wertheimer M. – *Productive Thinking* (New York Harper & brothers, 1945)
Yontef GM – *Awareness, Dialogue and Process: Essays on Gestalt Therapy* (NY Gestalt Journal Press)
Zinker J – *In search of good form: Gestalt Therapy with Couples and Families* (San Francisco, Jossey Bass Wiley, 1994)

Articles
Perls L – *Concepts & Misconceptions of Gestalt Therapy* (Voices, 1978)
Simkin J.S – *Gestalt Therapy Mini-lectures* (Celestial arts Millibrae, California, 1976)
Yontef G – *Gestalt Therapy: A Dialogical Method* (K Schneider(ed) Gestalt Therapie Und)

Case readings
Fagan J. – *Three Sessions with Iris* (The Counselling Psychologist. 1974.4 42-59)
Perls F,S. – *Jane's Three Dreams. Gestalt Therapy Verbatim* (Moah, Utah, Real People Press, 1969, pp 251-272)
Perls L,P – Two Instances of Gestalt Therapy. Case reports in clinical psychology (Kings County Hospital Brooklyn New York, 1956)

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Unit 12
Integrative Counselling

Unit summary

This unit is about developing knowledge and understanding an integrative approach to counselling. It focuses on the features, concepts and components underpinning integrative counselling and investigates the development of this relatively recent approach. As a practising counsellor, the candidate will have the opportunity to reflect on ways in which they apply an integrative approach in their own counselling work with clients.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes. Candidates must produce work of a satisfactory standard that is reliable, current and valid and demonstrates a commitment to working with difference.

Aims

This unit enables the candidate to:
- Describe the development of the integrative approach to counselling
- Describe the principles, features and components of the integrative approach
- Examine the impact of the therapeutic relationship
- Identify the skills and techniques used in integrative therapy
- Reflect on use of integrative approach in own counselling practice

Outcomes

On successful completion of the unit the candidate will be able to
1 demonstrate an understanding of the development of the integrative approach
2 critically evaluate the principles and features of the integrative approach
3 define the key components of the integrative approach to counselling
4 demonstrate an understanding of the central importance of the therapeutic relationship
5 describe a range of skills and techniques used by integrative counsellors
6 critically evaluate the use of an integrative approach in own counselling practice

Unit 12 Integrative Counselling

Unit content

Outcome 1
Demonstrate an understanding of the development of the integrative approach

The candidate knows how to:
- describe the origins of the integrative approach to counselling
- identify the contribution made by key theorists associated with the development of the approach
  - Jerome Frank
  - J C Norcross
  - SD Miller, BL Duncan, MA Hubble
- analyse the relationship between the integrative approach and other key counselling theories which preceded it
  - psychodynamic
  - cognitive-behavioural
  - person centred
- identify the relationship between an integrative approach to counselling and theories of human development

Outcome 2
Critically evaluate the principles and features of the integrative approach

The candidate knows how to:
- describe the principles and features underpinning an integrative approach
  - belief in 'common' or non-specific factors:
    1 client characteristics
    2 therapist qualities
    3 change processes
    4 treatment methods
  - emphasis on synthesis
  - drawing from a range of counselling theories
  - drawing from a range of human development theory
  - focus on personal development and learning of counsellor
- explain the difference between integrationism and eclecticism
- identify different forms of integration
  - development of substantive new theory
  - development of one current theory to point at which it can contain all other theories
  - development of shared counsellor 'vocabulary'
  - focus on areas of commonality between different approaches
  - sharing of practical counselling 'techniques'
  - matching diagnosis of specific client issues with identification of intervention techniques

Unit 12 Integrative Counselling

Outcome 3
Define the key components of the integrative approach to counselling

The candidate knows how to:
- accurately identify and assess the issues and problems brought to counselling by clients
- undertake a contractual process with clients which focuses on
  - why we are here
  - what we can achieve
  - how we can achieve it
  - who is involved
  - where and when will it take place
- establish and maintain a positive and purposeful working relationship with clients
- evaluate and use a range of therapeutic tools and techniques based on an accurate assessment of clients' issues
- apply core conditions to build an effective therapeutic relationship
- reflect on and respond to own feelings with regard to the therapeutic relationship
- demonstrate an understanding of the impact of clients' cultural context and background
- demonstrate an understanding of counselling theory and its application in practice
- identify and apply professional codes of practice and ethics

Outcome 4
Demonstrate an understanding of the central importance of the therapeutic relationship

The candidate knows how to:
- describe the key features of the therapeutic relationship in a range of counselling approaches
  - psychodynamic
  - cognitive-behavioural
  - person centred
- apply common core conditions to build an effective therapeutic relationship
  - empathy
  - unconditional positive regard
  - congruence
- identify potential barriers to demonstrating common core conditions with clients eg cultural, linguistic, gender
- evaluate the effectiveness of the therapeutic relationship

Unit 12 Integrative Counselling

Outcome 5
Describe a range of skills and techniques used by integrative counsellors

The candidate knows how to:
- demonstrate an understanding of key generic skills used across a range of counselling approaches
  - active listening
  - reflection
  - silence
  - summarising
  - helpful questioning
  - challenge
  - immediacy
  - making links
- select specific skills to enhance the counselling process
- evaluate techniques used in a range of specific counselling approaches
  - psychodynamic (eg free association, dream analysis, interpretation)
  - person-centred (eg working in the 'here and now', reflection, Rogers' core conditions)
  - cognitive-behavioural (eg goal setting, task setting, homework, keeping diaries, relaxation)
  - solution-focused therapy (eg miracle question, scaling, solution talk not problem talk)
- evaluate the application and effectiveness of Egan's three stage model as a 'transtheoretical' concept

Outcome 6
Critically evaluate the use of an integrative approach in own counselling practice

The candidate knows how to:
- reflect on own counselling practice in relation to an integrative approach
- identify key features of own practice that demonstrate adherence to integrative counselling
- demonstrate understanding of a range of key counselling theories and identify how these influence own practice
- demonstrate understanding of a range of key human development theories and identify how these influence own practice
- critically evaluate a range of skills and techniques used in own counselling practice
- keep up to date with new counselling developments
- identify relevant training opportunities
- demonstrate awareness of clients' cultural context and background whilst adhering to integrative principles
- operate ethically and adhere to organisational principles and codes of practice

Unit 12 Integrative Counselling

Assessment

The outcomes of this unit will be assessed on the production of a 2000 word 'Self Assessment Statement'. In this statement candidates will reflect on their integrative counselling practice. They will use examples of case work to demonstrate their knowledge and understanding of the features, concepts and components of an integrative approach to counselling. They will critically evaluate their practice by reflecting on the skills and tools used, making links between these techniques and the counselling theories from which they are drawn. This Self Assessment Statement will address aspects of outcomes 1,2,3,4,5,6. More specifically, candidates will be asked to

- demonstrate their knowledge, understanding and application of an integrative approach in own counselling practice
- critically evaluate ways in which they apply an integrative approach in own counselling practice
- demonstrate an understanding of the core theoretical models which underpin integrative counselling
- identify areas of own personal development in terms of training needs
- evaluate Integrative Counselling for working with difference
- reflect on supervision

Guidance
Links with other units/qualifications

The unit builds on Unit 1 Counselling Theory and utilises skills from Unit 2 Counselling Skills. The unit can support any of the optional units chosen by the candidate and form the base for Unit 6 Client Work.

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
- Unit 41 Employ a theoretical framework in counselling
- Unit 42 Engage in a counselling process with clients
- Unit 43 Assess clients for counselling
- Unit 44 Explore clients' issues during the counselling process
- Unit 45 Conclude counselling with clients
- Unit 46 Reflect on own counselling practice
- Unit 2 Enable clients to gain access to the service
- Unit 7 Assist clients to decide on a course of action
- Unit 8 Assist clients to plan the implementation of a course of action
- Unit 9 Assist clients to review the achievement of their course of action
- Unit 10 Support clients during their activities
- Unit 20 Evaluate and develop own contribution to the service

Unit 12 Integrative Counselling

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development, particularly in the following Level 4 Key Skills units:

If candidates are working towards the following outcomes:	*These are a selection of Key Skills evidence opportunities relating to Outcomes 1-6*
Outcome 1 Demonstrate an understanding of the integrative approach	**Improving own Learning and Performance LP4.1** Develop a strategy for using skills to improve learning and performance over an extended period of time. **Improving own Learning and Performance LP4.2** Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities. **Improving own Learning and Performance LP4.3** Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities. **Communication C4.1** Develop a strategy for using communication skills over an extended period of time. **Communication C4.2** Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving: a one group discussion about a complex subject; b one extended written communication about a complex subject. **Communication C4.3** Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images
Outcome 2 Critically evaluate the principles and features of the integrative approach	**Improving own Learning and Performance LP4.1** Develop a strategy for using skills to improve learning and performance over an extended period of time. **Improving own Learning and Performance LP4.2** Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities. **Improving own Learning and Performance LP4.3** Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 12 Integrative Counselling

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 3
Define the key components of the integrative approach to counselling

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a one group discussion about a complex subject;
b one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 4
Demonstrate an understanding of the central importance of the therapeutic relationship

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 5
Describe a range of skills and techniques used by integrative counsellors

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Unit 12 Integrative Counselling

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Outcome 6
Critically evaluate the use of an integrative approach in own counselling practice

Improving own Learning and Performance LP4.1
Develop a strategy for using skills to improve learning and performance over an extended period of time.
Improving own Learning and Performance LP4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcome required in at least two different learning activities.
Improving own Learning and Performance LP4.3
Evaluate your overall strategy and present the outcome of your work, including a synthesis of what you have learned from two different complex learning activities.

Communication C4.1
Develop a strategy for using communication skills over an extended period of time.
Communication C4.2
Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
a   one group discussion about a complex subject;
b   one extended written communication about a complex subject.
Communication C4.3
Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images

Unit 12 Integrative Counselling

Delivery advice

This unit should involve approximately 100 hours of study of which 40 should be through guided learning.

To undertake this unit, candidates will be engaged in substantial and regular counselling work with clients. This counselling can be for a statutory or voluntary organisation and must involve an explicit counselling agreement rather than the chance to exercise counselling skills within another profession or context.

Candidates will also have regular and contracted supervision to support their counselling practice. This should be with an appropriately qualified and experienced supervisor.

In addition, candidates will have access to a resourced learning centre/library with a stock of relevant material for research purposes. This resource needs to be available on a flexible basis to enable the candidate to produce the evidence required for this assessment.

Assessments should be practical and realistic and relate to current sector practice including working with difference. Candidates currently working in the sector will have opportunities to draw from activities carried out in the workplace as agreed by their employer. Candidates should be encouraged to investigate and critically review current trends and innovative practice and use a range of resources to gather data. Valuable information can be obtained through visits to organisations and from presentations given by guest speakers.

Where appropriate, reference should be made to relevant legislation, British Standards and professional codes of practice. Similarly, safe working methods and safety precautions should be followed at every stage of the activity and health and safety considerations should, wherever possible, be integrated into specific units.

Appropriate centre staff should agree the outline of the Self Assessment Statement before commencement. Any evidence presented must be candidate's own work and candidates are expected to plan and carry out their assessments independently.

Suggested resources list

An extensive range of text books and materials is available to candidates undertaking research studies in counselling. These include the following:
Maja O'Brien & Gaie Houston – *Integrative Therapy: A Practitioners Guide* (Sage)
J.D. Frank – *Persuasion and Healing: A Comparative Study of Psychotherapy* (John Hopkins Press)
Richard Nelson-Jones – *Practical Counselling and Helping Skills* (Holt)
S.D. Miller, B.L. Duncan, M.A. Hubble, – *Escape From Babel: Toward a Unifying Language for Psychotherapy Practice* (W.W.Norton, 1997)
Gerard Egan – *The Skilled Helper* (Brooks/Cole)
J.C Norcross, M.R Goldfried – *Handbook of Psychotherapy Integration* (Basic Books)
S Culley – *Integrative Counselling Skills in Action* (Sage)
BACP Code of Ethics for Counsellors (BACP)

Unit 13
Transactional Analysis

Unit summary

This unit covers the theory and practice of Transactional Analysis (TA). Transactional Analysis remains a very popular approach in counselling and candidates need to be familiar with its theory and practice, whether it is adopted as the Core Model or not. The language of TA (particularly in relation to Parent, Adult, Child and to 'games' and 'okayness') has been absorbed into other counselling approaches and the unit provides an opportunity for candidates to familiarise themselves with the language and to understand the principles from which it has grown.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- understand the theoretical basis of Transactional Analysis (TA)
- become familiar with the specific terminology of TA
- practise counselling from a TA perspective
- gain self awareness within the context of TA

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of the theory and principles of Transactional Analysis
2 explain the Transactional Analysis concept of scripts
3 relate the four Transactional Analysis 'life positions' to 'games-playing' and dysfunction
4 conduct an ethical counselling interview, employing Transactional Analysis principles
5 use Transactional Analysis for personal development (including supervision)

Unit 13 Transactional Analysis

Unit content

Outcome 1
Demonstrate an understanding of the theory and principles of Transactional Analysis

The candidate knows how to:
- explain the para-Freudian structure of the psyche as defined by Berne
- analyse the functions of Parent, Adult, Child ego states
- evaluate the further sub-divisions of P.A.C.
- define 'transactions' in TA terms
- explain the TA concepts of time-structuring and strokes

Outcome 2
Explain the Transactional Analysis concept of scripts

The candidate knows how to:
- define scripts as viewed in TA
- formulate/construct a script
- trace his/her own script
- analyse a client's script
- evaluate gaining autonomy from scripts

Outcome 3
Relate the four Transactional Analysis 'life positions' to 'games-playing' and dysfunction

The candidate knows how to:
- define and critically analyse the 4 'okay' positions
- describe the concept of 'game' and 'racket'
- analyse how games and rackets manifest in behaviours
- show how games ratify an 'okay' life position
- relate dysfunction to the games played to sustain an 'okay' position

Outcome 4
Conduct an ethical counselling interview, employing Transactional Analysis principles

The candidate knows how to:
- work with a client's script (real or simulated)
- give client(s) insight into the adopted life position
- give strokes appropriately
- challenge games
- analyse the interventions and outcomes of a TA interview

Unit 13 Transactional Analysis

Outcome 5
Use Transactional Analysis for personal development (including supervision)

The candidate knows how to:
* analyse his/her own script
* evaluate his/her own degree of autonomy
* recognise personal games playing
* be aware of supervision games (Kaduskin)
* monitor own practice

Assessment

The outcomes of this unit will be assessed on production of:
* A portfolio which contains:
  – diagrams giving examples of structural analysis of a variety of ego states
  – diagrams analysing a variety of transactions
  – own script analysis
  – analysis of at least two clients' scripts
  – a detailed analysis of a game, illustrating how it maintains one of the 'okay' life positions
  – reflective evidence of supervision endorsed by a supervisor
* A tape and transcript which contains:
  – an analysis of the transactions between counsellor and client
  – a recognition of any games played
  – an indication of which life position the client appears to operate from
  – how the counsellor views the client's script
  – how the counsellor proposes to assist client autonomy
  – the impact of supervision on the work

Guidance
Links with other units/qualifications

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling (both elements)
Unit 42 Engage in a counselling process with clients (elements 42.1, 42.2, 42.4)
Unit 44 Explore clients' issues during the counselling process (both elements)
Unit 46 Reflect on own counselling practice (both elements)

The unit has links with Unit 1 Counselling Theory within this qualification.

The unit also contributes to the evidence needed to fulfil the BACP criterion for a core theoretical model required for Personal Accreditation.

Unit 13 Transactional Analysis

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time
C4.3   Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation, including the use of two images to illustrate complex points

Improving own Learning and Performance
LP4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in at least two complex learning activities
LP4.3   Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities

Delivery advice

The specialist nature of the techniques of Transactional Analysis (TA) make it desirable that this unit should be delivered by a TA specialist. Serious attention should, however, be paid to the criticisms made of TA, particularly of its use in business and commerce (comparisons might be made with the criticisms made of NLP) . It will be very important for students to see examples of scripts, transactions and time-structuring in the diagrammatic form favoured by TA.

Delivery needs to address issues of Equal Opportunity, non-discriminatory practice and cross-cultural counselling in relation to TA and with reference to the BACP Framework of Ethical Practice in Counselling and Psychotherapy. Assessment will need to ensure that the energy required for TA is present in the practical demonstration.

Suggested resources list

Video – *Transactional analysis* – A demonstration (available from BACP)
Berne, E – *Games People Play* (Penguin 1964)
Berne, E – *What Do You Say After You Say Hello?* (Corgi 1972)
Harnis, T – *I'm OK, You're OK* (Pan Books 1973)
Stewart, I – *Eric Berne – Key Figures in Counselling and Psychotherapy* (Sage 1992)
Stewart, I and Joines, V – *TA Today* (Lifespace Publishing 1987)
Whitton, E – *What is Transactional Analysis* (Gale Centre Publications 1993)
The Institute of Transactional Analysis publishes a Newsletter three times a year.
For supervision, Kadushin, A – *Games People play in Supervision*

Unit 14
Counselling and Mental Health Issues

Unit summary

This unit introduces candidates to concepts of mental health and to issues of competence and ethics associated with counselling and mental health. Although, as a counsellor, the candidate may not be required to practise with clients suffering from mental ill health, a knowledge of 'signs and symptoms' is essential. The unit enables candidates to recognise these and their effects and to develop sources of support for clients and themselves. Additionally, some candidates may work in medical settings where mental health issues may be more prevalent.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- understand the effects of mental ill health on clients
- appreciate the impact of mental ill health on the counselling process
- support emotionally or mentally disturbed clients
- maintain awareness of own and client safety, both physical and emotional
- gain insight into medical settings responsible for assisting the mentally ill

Outcomes

On successful completion of the unit, the candidate will be able to:
1. name and describe illnesses/disorders found in Diagnostic and Statistical Model – Fourth Edition (DSM-IV)
2. discuss and evaluate skills essential for counselling and mental health (including settings)
3. demonstrate awareness of issues involved in working with mental or emotional ill health
4. recognise own abilities and limitations for working with mental health problems

Unit 14 Counselling and Mental Health Issues

Unit content

Outcome 1

Name and describe illnesses/disorders found in the Diagnostic and Statistical Manual – Fourth Edition (DSM-IV)

The candidate knows how to:
- use Diagnostic and Statistical Manual – Fourth Edition (DSM-IV
- discuss the range of illness/disorders named in DSM IV
- reflect on the concept of 'labelling' in relation to mental ill health
- demonstrate awareness of behaviours and thought processes that might indicate mental ill health

Outcome 2

Discuss and evaluate skills essential for counselling and mental health

The candidate knows how to:
- recognise 'signs and symptoms' of emotional or mental disorder
- explore the concept of 'holding' until appropriate referral is possible
- understand 'containment'
- avoid challenging, and maintain acceptance
- listen without attempting to change or 'move forward'
- appreciate the impact of settings on the work
- use referral skills appropriately

Outcome 3

Demonstrate awareness of issues involved in working with mental and emotional ill health

The candidate knows how to:
- appreciate issues involved with prescribed medication
- apply health and safety measures (for self and client)
- evaluate a variety of approaches to mentally ill clients
- address effects on the client-counsellor relationship
- accept team approach to clients
- explain relevant sections of the Mental Health Act

Outcome 4

Recognise own ability and limitations for working with mental health problems

The candidate knows how to:
- collect data for sources of referral
- access sources of help (GPs, CPNs, etc)
- evaluate effects of work on self
- utilise supervision
- understand the pressures, particularly of setting(s)
- access further training

Unit 14 Counselling and Mental Health Issues

Assessment

The outcomes of this unit should be assessed on production of a portfolio of evidence which must include:
- 2 case studies* covering 2 emotional/mental disorders, relating to DSM IV criteria, including medication
- a researched database of suitable sources of referral and support (for self and client)
- a safety checklist
- a personal statement demonstrating awareness of own limitations and abilities, biases and fears
- an action plan for further training
- critique of an article, paper or book relevant to mental health issues
- evidence of reference to the Mental Health Act
- external supervisor's report

* NB Case studies may be contextualised to work in particular medical settings to accommodate candidates whose work may involve the particular requirements of, for example, confidentiality and team approach

Guidance
Links with other units/qualifications

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
Unit 43 Assess clients for Counselling
Unit 46 Reflect on own counselling practice

The unit links build on all the mandatory units within this qualification and is especially integrated with Unit 4 Professional Development and Unit 5 Supervision.

The unit also has relevance to the criterion for a core theoretical model criterion for BACP Personal Accreditation.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Improving own Learning and Performance
LP4.1   Develop a strategy for using skills in improving own learning and performance over an extended period of time
LP4.2   Monitor progress and adapt your strategy, as necessary, to achieve the outcomes required in at least two different complex learning activities

Information Technology
If candidates choose to compile the database electronically, there may be evidence for:
IT4.3   Evaluate your strategy and present the outcomes from your work using at least 1 presentation showing integration of text, images and number

Unit 14 Counselling and Mental Health Issues

Working with others

WO4.1 Develop a strategy for using skills in working with others over an extended period of time

(This Key Skill may be particularly relevant to candidates working in medical settings)

Delivery advice

It is not advised that trainee counsellors should work with seriously disturbed clients, although it is accepted that some candidates may already be qualified in the field and seeking this qualification to enhance their professional competence or status.

The unit lends itself to shared tutoring by a mental health expert and a counselling practitioner. Cultural differences in defining mental ill health should be stressed.

Legal aspects (relating to the Mental Health Act) could be delivered by a visiting speaker who is familiar with the counselling perspective. Presentations from guest speakers, for example, from the charity MIND, are equally valuable.

The social and political dimensions of attitudes and beliefs about mental health should form a focus for discussion and presentation. Tutors need a good bank of case material and media material to illustrate issues and challenges.

Suggested resources list

Copy of the Diagnostic and Statistical Manual, Fourth Edition
Copy of relevant sections of the Mental Health Act
Department of Health: *Treatment Choice in Psychological Therapies and Counselling*
(available on www.doh.gov.uk/mentalhealth/treatmentguideline)
Pamphlets issued by MIND, Granta House, London E15 4BQ
Daines B, Gaskl L, & Usherwood T: *Medical and Psychiatric Issues for Counsellors* – Sage (1996)

Unit 15
Working with Children and Adolescents

Unit summary

This unit considers the particular issues confronting counsellors who work with children and adolescents. It looks at models of human growth and development and considers the pressures impacting children and young people, reflected in the alarming rise in suicide rates, especially in young males. The special professional issues involved in this area of counselling are considered, to ensure safe and ethical practice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- gain an appropriate theoretical underpinning for work with children and adolescents
- appreciate the pressures impacting children and young people
- gain awareness of the particular professional issues associated with work with those under 18
- practise counselling skills, contextualised to this area of work

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of the essential theory needed to work with children and adolescents
2 analyse the particular pressures of human growth and development up to age 18
3 explain the professional issues especially relevant when working with under 18s
4 conduct an ethical counselling interview with a child and adolescent

Unit 15 Working with Children and Adolescents

Unit content

Outcome 1
Demonstrate an understanding of the essential theory needed to work with children and adolescents

The candidate knows how to:
- evaluate the work of Bowlby(especially in relation to non-Western cultures)
- reflect on the benefits and deficits of Erikson's linear life-stages model
- explain the concepts of Klein and Winnicott
- apply a model of transition to working with children and adolescents

Outcome 2
Analyse the particular pressures of human growth and development up to age 18

The candidate knows how to:
- analyse the effect of biological development on self-image(including growth, gender, puberty)
- evaluate the effects of the social environment on maturation (to include family, school, peers, systems and relationships)
- reflect on existential issues as these affect young people (to include loss, change, 'the meaning of life', suicide)

Outcome 3
Explain the professional issues especially relevant when working with under 18s

The candidate knows how to:
- work with the relevant legislation (eg The Children Act 1987)
- refer appropriately (eg by maintaining a network)
- be aware of the ethics of being 'in loco parentis'
- utilise supervision(especially with regard to transference issues)

Outcome 4
Conduct an ethical counselling interview with a child and adolescent

The candidate knows how to:
- use skills appropriate to the clients' needs
- communicate effectively at an acceptable level (ie with clarity, but without patronising)
- use non-verbal communication, if appropriate (eg art work, play therapy)
- analyse interventions
- evaluate interventions for 'intentionality'
- provide a rationale for the chosen framework (eg transition)

Unit 15 Working with Children and Adolescents

Assessment

The outcomes of this unit will be assessed on production of:
- A report or case study of a minimum of 2000 words which includes:
  - analysis and comparison of the work of the major developmental theorists (Klein, Winnicott, Bowlby, Erikson)
  - evaluation of one model of transition
  - discussion of the biological, environmental and existential concerns of young people
  - knowledge and understanding of relevant legislation
  - a reflection on the personal and professional challenges of working with children and adolescents
- A tape and transcript of the Counselling interview (endorsed by a Supervisor) which should be assessed for:
  - appropriate use of language
  - sustained focus
  - intentionality
  - appropriate pacing
  - awareness of the possibility of non-verbal interventions
  - awareness of transference/countertransference
  - use of supervision
  - knowledge of referral networks

Guidance
Links with other units/qualifications

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling (both elements)
Unit 42 Engage in a counselling process with clients (elements 42.1, 42.2, 42.4)
Unit 44 Explore clients' issues during the counselling process (both elements)
Unit 46 Reflect on own counselling practice (both elements)

The unit links to Unit 1 Counselling Theory, Unit 2 Counselling Skills and Unit 4 Professional Development within this qualification. It also links well with Unit 18 Eating Disorders.

The unit also has relevance to the criterion for a core theoretical model criterion for BACP Personal Accreditation.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving: one extended written communication skills about a complex subject

Unit 15 Working with Children and Adolescents

Improving own Learning and Performance

LP4.1 Develop a strategy for using skills in improving own learning and performance over an extended period of time

LP4.2 Monitor progress and adapt your strategy, as necessary, to achieve the outcomes required in at least two different complex learning activities

LP4.3 Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities

Delivery advice

Working with children and adolescents requires a strong awareness of the legal aspects and relevant legislation. Attention is drawn to the requirement in the BACP Framework for Ethical Practice in Counselling and Psychotherapy that counsellors must take all reasonable steps to be aware of current law as it relates to their counselling practice.

Delivery should therefore place strong emphasis on the relevant legislation for working with under 18s, but should be taught within the counselling context, rather than as a discrete element. Integration with practice is essential.

Tutors will need a good bank of case material in order that candidates may practise their skills over as wide a range of case material as possible and should be confident in their use of skills before attempting the assessed interviews. It is particularly important to monitor candidates' use of language and to ensure that the level of communication is appropriate without being patronising.

The concept of transition is particularly important in this unit and tutors are asked to challenge candidates about the practical value of models, particularly linear models and notions of 'stuckness'.

Local statutory and non-statutory agencies may be valuable in this area of work and may offer opportunity for visits or visiting lecturer input. They may also offer placements. The data provided is good evidence of networking for referral purposes.

Candidates could be encouraged to monitor their own assumptions and any transference and counter-transference in the Personal Development unit or through the Therapy required for BACP Accreditation.

Unit 15 Working with Children and Adolescents

Suggested resources list

Bowlby J – *The Making and Breaking of Affectional Bonds* (Tavistock 1979)
Erikson E – *Childhood and Society* (Norton, NY, 1963)
Erikson E – *Identity and Youth Crisis* (Norton, NY, 1968)
Klein M – *The Psycho-Analysis of Children* (Hogarth Press 1932)
Lane DA and Miller – *A Child and Adolescent Therapy* (OUP 1992)
Miller A – *The Drama of Being a Child:* (Faber & Faber 1983)
Lerner, R.M and Spanier GB – *Adolescent development* (McGraw Hill 1980)
Thomas RM – *Comparing theories of child development* (Wadsworth 1985)
Winnicott D.W – *The Maturational Process and Facilitating Environment* (Hogarth Press 1965)
Wertheimer, A – *A Special Scar* (Routledge 2001)

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Unit 16
Counselling for Stress

Unit summary

Stress is, arguably, the difficulty most counsellors will work with, as although referrals and presenting issues may be more specific (eg relationship problems, financial anxiety, loss) the manifestations of stress will be present. This unit therefore gives candidates an insight into the 'warning signs' of stress and its symptoms across the four aspects of human behaviour. Candidates evaluate a variety of strategies to help with stress and work from a self-referrant basis by monitoring and managing their own stress levels and the effects of these on practice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

The unit aims to enable the candidate to:
• gain insight into the manifestations of stress
• acquire familiarity with strategies for assisting stress-related symptoms
• appreciate the uniqueness of stress 'triggers'
• feel confident about counselling for stress

Outcomes

On successful completion of the unit, the candidate will be able to:
1 describe the main stress reactions
2 evaluate stress reducing strategies
3 analyse individual stress 'triggers'
4 conduct a counselling interview using stress reduction techniques

Unit 16 Counselling for Stress

Unit content

Outcome 1
Describe the main stress reactions

The candidate knows how to:
- define the effects of stress on physical functioning
- consider the potential effects on safety of cognitive effects of stress
- recognise the emotional symptoms of stress
- analyse the behavioural manifestations of stress
- demonstrate an awareness of the special stresses resulting from disability, gender, race and age.

Outcome 2
Evaluate stress reducing strategies

The candidate knows how to:
- use cognitive restructuring (SIT) techniques
- offer a range of physical help(diet, exercise)
- structure methods of relaxation
- help with breathing syndromes
- communicate concepts of stress management (eg stability zones, pressure points, self-direction)

Outcome 3
Analyse individual stress 'triggers'

The candidate knows how to:
- link personality 'type' and stress tolerance
- connect individual belief/value systems and stress levels
- determine individual optimum stress levels
- differentiate between pressure, stress and distress

Outcome 4
Conduct a counselling interview using stress-reduction techniques

The candidate knows how to:
- use action oriented counselling skills
- use an appropriate theoretical model (eg CBT) to underpin skills
- engage actively with the client
- communicate information appropriately
- be aware of potential effect of own stress on the client-counsellor relationship
- utilise supervision

Assessment

The outcomes of this unit will be assessed on the production of:
- A report or case study of a minimum of 2000 words which includes:
  - reference to the manifestations of stress
  - analysis of each indicator
  - consideration of likely triggers
  - suggestions for appropriate coping strategies
- A tape and transcript which should cover:
  - intentional use of action orientated skills
  - a clear, recognisable structure
  - identification of stressors
  - identification of stress symptoms
  - offering of coping strategies
  - use of home-work, as appropriate
  - avoidance of projection of own stresses
  - evaluation of the effectiveness of the interventions

The transcript must be supervisor endorsed.

Guidance
Links with other units/qualifications

The unit has links with Level 4 S/NVQ in Counselling, as follows:
Unit 42 Engage in a counselling process with clients
Unit 44 Explore client's issues during the counselling process
Unit 46 Reflect on own counselling practice

The unit links with Unit 1 Counselling Skills and with the core model of Unit 10 Cognitive Behavioural Therapy within this qualification.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4

Communication
C4.1 Develop a strategy for using communication skills over an extended period of time.

Working with others
W04.1 Develop a strategy for using skills in working with others over an extended period of time

Unit 16 Counselling for Stress

Delivery advice

This unit could creatively be delivered by involving students in identifying their own stresses and ways of coping. Co-counselling for stress between candidates could be a realistic way of ensuring sound rehearsal of stress work before candidates work 'for real'. A simple log of stressful incidents and stress management strategies will ensure that theory in-put is appropriately self-referencing and will enhance awareness of how own stresses can impact on the client – counsellor relationship.

Candidates might also use their personal development group as an appropriate focus for managing personal stress.

It is important that stress is not presented as a total negative. Candidates need to be clear that some degree of stress is normal and indeed essential for living and that counselling is necessary only for stress overload or distress. An awareness of distancing and burn out should be fostered, as should an understanding that perceived stress levels vary hugely from person to person and hence from client to client. Candidates need to be shown how to balance realism and empathy.

Suggested resources list

Clarke D and Palmer S – *Stress Management* (National Extension College, 1994)
Lazarus A – *Learning to Relax* (Institute for RE BT. NY)
Meichenbaum D – *Stress Inoculation Training* (Pergamon NY, 1977)
Palmer S and Dryden W – *Counselling for Stress Problems* (Sage, 1995)

BBC Training Videos and the Open College both have videos explaining stress and suggesting management strategies, both personal and organisational.

Unit 17
Working with Drugs and Alcohol

Unit summary

This unit provides an insight into the theories utilised by therapists, in working with drugs and alcohol addiction, which are relevant to counselling. Candidates are encouraged to consider the integrative nature of this unit and to explore the work of theorists with particular reference to preparing people to change addictive behaviour. The importance of supervision for ethical practice is stressed.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes. Candidates must produce work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- understand and analyse three main counselling theories and their application to addiction counselling
- develop and practise the techniques appropriate to the professional practice of the counselling process in the areas of addictions
- evaluate the effects of addiction within the family and other special populations
- understand the importance of the principle of prevention in relation to addiction
- understand the essential skills of counselling in managing relapse and making referrals

Outcomes

On successful completion of the unit the candidate will be able to:
1 demonstrate knowledge of and an understanding of the key addiction therapies
2 demonstrate the ability to focus on the core qualities compatible with addiction counselling practice
3 apply knowledge of skills which will assist the family to address the drug/alcohol abuser
4 conduct an ethical counselling interview with an addict
5 utilise supervision to monitor and enhance practice

Unit 17 Working with Drugs and Alcohol

Unit content

Outcome 1
Demonstrate knowledge of and an understanding of the key addiction therapies

The candidate knows how to:
- apply the psychodynamic approach to addiction counselling
- apply the humanistic approach to addiction counselling
- apply the cognitive/ behavioural approach to addiction counselling
- define the premises of addiction counselling
- define the uniqueness of the counselling relationship in the area of addiction
- apply counselling vocabulary in the addiction setting

Outcome 2
Demonstrate the ability to focus on the Core Qualities compatible with addiction counselling practice

The candidate knows how to:
- use counselling skills with empathy, congruence and respect
- differentiate between tolerance and physical and psychological addiction
- use self-awareness to aid the process of developing essential core qualities
- reflect upon essential counsellor qualities
- apply knowledge gained to current addiction trends
- be aware of cultural differences in attitudes to drugs/alcohol

Outcome 3
Apply knowledge of skills, which will assist the family to address the drug / alcohol abuser

The candidate knows how to:
- apply knowledge of skills that will assist in educating the family about the disease model.
- recognise the factors associated with problematic drug/alcohol abuse and assist the family to recognise these
- identify coping strategies in relation to addiction
- identify the shift of responsibility and roles within the family structure to accommodate the drug/alcohol abuser.
- recognise the two levels of harm- community and individual.
- recognise the differing personality factors relating to addiction.
- understand the current Law and Legislation relating to Drugs/Alcohol and assist the family in understanding these.

Unit 17 Working with Drugs and Alcohol

Outcome 4
Conduct an ethical counselling interview with an addict

The candidate knows how to:
- interpret the mandate of 'Section S' to report crime and the issues and implications of this affecting addiction counselling.
- actively identify and explore presenting problems maintaining boundary awareness.
- deal with confidentiality in relation to issues and dilemmas in the addiction counselling setting.
- apply the relevant interventions.
- identify which model or models were used to underpin the interventions.
- use a recognised code of ethics to enhance counselling skills and help in dealing with dependence factors and other issues within addiction counselling.
- be aware of the relapse potential within addiction counselling.
- be aware of the emotional sense of failure and fear experienced by clients within the addiction counselling setting.
- be aware of his or her, own limitations and recognise the importance of referrals.

Outcome 5
Utilise supervision to monitor and enhance practice

The candidate knows how to:
- access and contract with an appropriate supervisor.
- present appropriate material for supervision.
- monitor and use the supervisory process to enhance self-development.
- apply awareness and insights from supervision to addiction counselling practice.

Assessment

- The outcomes of this unit will be assessed on the production of a case study or report of a minimum of 2000 words which includes:
  - a critical analysis of addiction techniques and theories
  - objective exploration of issues and dilemmas arising within the case study
  - analysis of the effects of relapse on significant others
  - analysis of coping strategies within addiction counselling
  - an understanding of the potential obstacles of theory to the addiction counselling process
  - awareness of the importance of referral strategies
  - a critical evaluation of supervision within addiction counselling
- A practical demonstration by tape and two transcripts which must be endorsed by the candidate's supervisor, allowing the candidate to demonstrate sufficiency within addiction counselling and must include:
  - use of empathy to meet client's needs
  - rationale for interventions used
  - awareness of own limitations and ethical boundaries
  - reflection by the candidate on whether other techniques could have been used

Unit 17 Working with Drugs and Alcohol

Guidance

Links with other units/qualifications

Within this qualification, this unit links particularly with Unit 1 Counselling Theory and Unit 2 Counselling Skills, and is important for Unit 4 Professional Development. Practical work in this unit links with Unit 6 Client Work.

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling (both elements)
Unit 42 Engage in a counselling process with clients (elements 42.1 and 42.2)
Unit 44 Explore client's issues during the counselling process (element 44.1)
Unit 46 Reflect on own counselling practice (both elements)

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 key skills units:

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time
C4.2   Monitor progress and adapt your strategy as necessary to achieve the quality of outcomes required.
C4.3   Evaluate your overall strategy and present the outcomes from your work

Improving own learning and performance
LP4.2   Develop a strategy for using skills in improving own learning and performance over an extended period of time.
LP4.3   Evaluate your own strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities.

Delivery advice

This unit requires an integrative approach and tutors need to ensure that candidates are well grounded in the three main counselling theories as well as practical exercises and are monitored by experienced supervisors.

Preparation for the assessed counselling interview needs to be thorough with a good core base of case material that is relevant to the unit and the interventions used. Candidates need to practise issues of the counselling process to include, initial interviews and contracts, identifying and exploring presenting problems, planning and goal setting, confidentiality, ethics and dilemmas, Law, supervision, counselling termination referral and follow up.

Exercises for this unit should debate rigorously the theoretical concepts and processes focusing on dependency and relapse awareness. Candidates should be aware of feelings and emotions relating to failure and fear and how this affects individual client need. Cultural awareness is critical.

Suggested resources list

Alcoholics Anonymous. – *Alcoholics Anonymous: The story of how many thousands of men and women have recovered from alcoholism.* (3rd Ed) (NewYork. Alcoholics Anonymous World servicesm, 1976)

Annis & Davis. – *Relapse Prevention. pp.172-182. Elmsford. NY.* (Pergamon Press, 1989)

Burnum, J.F – *Outlook for treating patients with self-destructive habits. Annals of Internal Medicine. 81, 379-393.* (1974)

Cox W M (Ed) – *Treatment and Prevention of alcohol problems: A resource manual.* (New York Academic Press, 1987)

Freud A. – *The ego and mechanisms of defence.* (London. Hogart press, 1948)

Rogers C R. – *A theory of therapy, personality and interpersonal relationships as developed in the client centred framework.* (New York. Mc Graw-Hill, 1959)

Sanchez-Craig& Wilkinson. – *Addictive behaviour: Prevention and early intervention.* (Amsterdam Swets&Zeitlinger, 1989)

Tyler A. – *Street Drugs. The Facts Explained. The Myths Exploded* (Hodd)

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Unit 18
Counselling for Eating Problems

Unit summary

This unit introduces candidates to the ways in which clients may use or abuse food within an emotional context. The current obsession with 'image' especially body image, means that many clients present for counselling because of distress with their body image and/or when they are no longer able to control their use of food. The unit offers candidates an insight into the causes of use and abuse of food and explores a range of counselling approaches to work with clients who present with these issues.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- gain insight into how food symbolises emotional and social variables
- explore uses and abuses of food which may lead to the label 'eating disorder'
- examine counselling approaches which may facilitate change in attitudes to food
- practise skills and techniques ethically

Outcomes

On successful completion of the unit, the candidate will be able to:
1 explain the meaning of food in an emotional context
2 evaluate the term 'eating disorder'
3 demonstrate an understanding of counselling approaches to working with eating problems
4 explain the role of food in society
5 demonstrate ethical practice

Unit content

Outcome 1
Explain the meaning of food in an emotional context

The candidate knows how to:
- explain the range of symbolic meanings associated with food
- compare and contrast the meanings of food in different cultures
- appreciate the range of feeling associated with food
- reflect on social pressures associated with eating

Unit 18 Counselling for Eating Problems

Outcome 2
Evaluate the term 'eating disorder'

The candidate knows how to:
- define 'normal' eating
- describe the physiological aspects of anorexia and bulimia
- link eating problems with gender/sexuality
- evaluate the effects of labelling

Outcome 3
Demonstrate an understanding of counselling approaches to working with eating problems

The candidate knows how to:
- evaluate a psychodynamic approach to problems with food
- explore an existential/humanistic approach to eating problems
- explain the cognitive-behavioural approach the to eating problems
- relate the approaches to the Cycle of change

Outcome 4
Explain the role of food in society
- demonstrate attitudes to food in contrasting societies
- define the difference between 'need' and 'want' in relation to food
- explain the increasing medicalisation of food in relation to obesity in the West
- explore media presentation of food (eg popularity of TV cookery programmes)
- reflect on institutional attitudes to food (eg schools, hospitals, elderly people's homes, sport)

Outcome 5
Demonstrate ethical practice

The candidate knows how to:
- use counselling skills appropriately and ethically in the context of eating problems
- assess the value of interventions made
- be aware of own level of competence
- utilise appropriate sources for referral
- access and utilise supervision

Unit 18 Counselling for Eating Problems

Assessment

The outcomes of this unit will be assessed on production of:
- A piece of structured writing which should cover:
    - The 'meaning' of food and eating
    - How meaning and symbolism of food is affected by culture and social pressure
    - The range of reaction to food and eating
    - Clear definitions of anorexia and bulimia, their manifestations and effects
    - Reflection on gender and sexuality issues related to the use of food
    - A clear explanation of one theoretical approach
    - A rationale linking the approach to client change
- Evidence of practical competence which should cover
    - A tape and transcript for a working session (NB if the interview is not simulated, the evidence should be endorsed by a supervisor)
    - The transcript should evaluate interventions made
    - How the interventions relate to the chosen theoretical model
    - A description of appropriate referral agencies

Guidance

Links with other units/qualifications

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling
Unit 42 Engage in a counselling process with clients
Unit 46 Reflect on own counselling practice

This unit utilises the theory units within this qualification and links well with Unit 3 Personal Development

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1   Developing a strategy for using communication skills over an extended period of time
C4.3   Evaluate your overall strategy and present outcomes from your work

Improving own Learning and Performance
LP4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required

Unit 18 Counselling for Eating Problems

Delivery advice

It is recommended that this unit is delivered by an experienced practitioner in the field. Tutors will find it helpful to develop a 'bank' of case studies illustrating the full range of problems with food and eating.

The unit lends itself well to experiential learning with many opportunities for candidates to explore their own attitude to food and body image

Cultural diversity can usefully be a 'prism' through which to view attitudes and prejudices about weight.

The issue of 'labelling' as 'eating disorder' needs particular emphasis within the social and moral context of western eating patterns and of feminism.

Suggested resources list

Gilbert, S – *Counselling for Eating Disorders* (Sage, 2000)
Lemma-Wright, A – *Starving to Live* (Central books, 1994)
Lawrence M – *Fed up and Hungry* (1992)

Unit 19
Working with Couples

Unit summary

This unit offers candidates the opportunity to develop an understanding of the dynamic of working with couples and the skills needed to focus on a relationship when both parties are present in the counselling session. Insight into how the differing counselling theories might interpret the complex dynamics between couples is developed. Candidates are encouraged to define the role and responsibility of the Counsellor (for example in avoiding collusion with one partner) and to hone skills particularly pertinent to non one to one work. The importance of supervision is stressed.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes. Candidates must produce work of a satisfactory standard that is reliable, current and valid and demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- explore the processes manifesting in couple relationships
- evaluate theoretical approaches of the role of the Counsellor in relationship work
- feel confident about working in non one-to-one settings

Outcomes

On successful completion of the unit, the candidate will be able to:
1 describe the processes of couple conflict in counselling
2 discuss and evaluate theoretical approaches to working with couples
3 recognise the specific nature of the Counsellor's role in couple counselling
4 use counselling skills to conduct a relationship counselling interview

Unit content

Outcome 1
Describe the processes of couple conflict in counselling

The candidate knows how to:
- define the roles adopted by couples (eg ' parent', 'child')
- explain the expectations brought by partners into the relationship and how these are/are not fulfilled, including sexual expectations
- reflect on the internal pressures brought by each other (eg parental pressures, childhood residues)
- acknowledge the external pressures on the relationship (social, cultural, familial, peer, work and media)

Unit 19 Working with Couples

Outcome 2
Discuss and evaluate theoretical approaches to working with couples

The candidate knows how to:
• define the unconscious conflicts related to the development histories as indicated by psychodynamic theory
• evaluate the Rational Emotive Behaviour Therapy (REBT) theory relating to the perpetuating of irrational myths about relationships
• consider the 'exchange' model and communication modes within the Cognitive Behaviour Therapy (CBT) approach
• reflect on a systemic theoretical approach
• evaluate the relevance of Loss and Grief theory to Couples work
• relate theory to own Core Model of Counselling

Outcome 3
Recognise the specific nature of the Counsellor's role in couple counselling

The candidate knows how to:
• be alert to gender bias in self eg manipulation
  – transference
  – 'refereeing'
  – blaming
• be alert to gender bias in self and partners
• use any necessary sexual language appropriately
• clarify the relationship (eg gay, lesbian)

Outcome 4
Use counselling skills to conduct a relationship counselling interview

The candidate knows how to:
• focus on the relationship as 'client'
• set appropriate boundaries
• ensure equal 'air time' for both parties
• use the skill of interpreting to/for each partner sensitively
• avoid bias, collusion,
• communicate within conflict
• utilise Supervision

Unit 19 Working with Couples

Assessment

The assessment of this unit should be in two parts:

1 A case study of a couple in conflict (produced by the tutor or the candidate), with suggested strategies for working with the partners, which should include:
   – a clear explanation of which theoretical approach is being used
   – a description of pressures (Psychological and Social) on the relationship
   – an awareness of the pressures posed by the case material on self
   – details of case formulation and hypotheses for working
   – clarity about clients' and own aims for the work
   – awareness of cultural diversity

2 An interview with a couple in conflict (which may be simulated, following CAMPAG guidelines for simulation) which must demonstrate:
   – a range of strategies
   – appropriate interventions
   – clarity regarding theoretical base
   – ethical stance
   – ability to withstand manipulation/ refereeing pressures, whilst retaining the core conditions
   – unbiased approach (including equal 'air time').

The interview may be audio or video-taped, depending on facilities available and should be accompanied by an endorsement from a supervisor if 'live' work is used. If the interview is simulated, candidates should provide written evidence of what they would present at supervision.

Guidance
Links with other units/qualifications

This unit has links with Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in Counselling
Unit 42 Engage in a counselling process with clients
Unit 44 Explore clients' issues during the counselling process
Unit 46 Reflect on own counselling practice (both elements)

Within this qualification, the unit links to:
Unit 1 Counselling theory
Unit 2 Counselling Skills
Unit 3 Personal Development
Unit 5 Supervision
Unit 6 Client Work – Some evidence for this unit may be linked to couples work
Unit 22 Loss and Grief

The unit could provide some evidence for BACP accreditation if candidates are able to demonstrate their core model through the work

Unit 19 Working with Couples

Key Skills signposting

As candidates are working towards the outcomes of this Unit, there are opportunities for key skills development in the following Level 4 Key Skills units:

Improving own learning and performance
LP4.1   develop a strategy of using skills in improving own learning and performance over an extended period of time
LP4.2   monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required.
LP4.3   evaluate your own strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities

Working with others
WO4.1 develop a strategy for using skills in working with others over an extended period of time

Communication
C4.1   develop a strategy for using communication skills over an extended period of time

Delivery advice

A good bank of material of couples in conflict is needed for delivery of this unit. Videoed 'soaps' offer good opportunities for candidates to analyse interactions and processes and may also allow examination of personal biases and prejudices in looking at content. Training videos are available from RELATE.

It is important to approach the unit, at least initially, from a comparative standpoint, so that students appreciate the difference between one-to-one and couple work.

Delivery especially needs to address issues of Equal Opportunity, non discriminatory practice and cultural diversity, particularly given the nature of power balance in relationships.

It is strongly recommended that the unit is delivered by, or can utilise the assistance of, a practising relationship Counsellor.

Candidates should be encouraged to reflect on the way in which they approach couples work as part of their personal development.

Unit 19 Working with Couples

Suggested resources list

Video material from Relate and Marriage Care

Burck c and Speed B – *Gender, Power and Relationships* (Routledge, 1995)
Dryden W – *Handbook of Counselling in Britain – Chap4* (Routledge, 1989)
' *and Hooper* D – *Couple Therapy* (Open University Press, 1994)
Freeman DR – *Couples Conflict* (OUP, 1990)
Litvinoff S – *The Relate Guide to Better Relationships* (Ebury Press, 1991)

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Unit 20
Transpersonal Counselling

Unit summary

This unit introduces candidates to the so-called 'fourth force' in psychological counselling. It explores the synthesising of psychodynamic, humanistic, and existential approaches and evaluates the chief addition of the spiritual dimension (the main contribution of the 'fourth force'). Candidates are invited to explore whether the non-religious spiritual dimension is a valid area for the healing offered by counselling, and its implications for counselling practice.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard which demonstrates a commitment to working with difference.

Aims

This unit aims to enable the candidate to:
- understand the theoretical roots of the transpersonal approach
- evaluate the validity of a spiritual dimension in counselling
- develop a model of the transpersonal psyche
- test some of the techniques of transpersonal counselling

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of the theoretical roots of the transpersonal approach
2 critically examine the concept of a 'fourth force'
3 describe and evaluate Assagiola's transpersonal model of the psyche
4 demonstrate appropriate and ethical use of some of the techniques of transpersonal practice
5 reflect on Counsellor as Spiritual Guide

Unit 20 Transpersonal Counselling

Unit content

Outcome 1
Demonstrate an understanding of the theoretical roots of the transpersonal approach

The candidate knows how to:
- explain the links between humanistic and transpersonal approaches
- describe the connection of the transpersonal with Jung's view of the psyche
- compare and contrast transpersonal and existential approaches
- evaluate whether the transpersonal approach is integrative or eclectic

Outcome 2
Critically examine the concept of a 'fourth force'

The candidate knows how to:
- differentiate between the religious and the spiritual
- debate the validity of a human drive for meaning and purpose as 'destiny'
- describe transpersonal 'peak experiences'
- evaluate whether the spiritual is a legitimate area for counselling work/practice

Outcome 3
Describe and evaluate Assagiola's transpersonal model of the psyche

The candidate knows how to:
- define psychosynthesis
- describe Assagiola's 'egg' model of the psyche
- explain the 7 elements of the model
- compare the 'egg' model with other models of the psyche
- evaluate Assagiola's unique addition of the 'higher self' to all other models

Outcome 4
Demonstrate appropriate and ethical use of some of the techniques of transpersonal practice

The candidate knows how to:
- apply some of the specifically transpersonal techniques, for example, guided imagery, evocative imagery, sub-personality work
- demonstrate awareness of the potential of the techniques (both negative and positive)
- use the techniques appropriately (for example, by careful client preparation)
- practise the transpersonal approach ethically

Unit 20 Transpersonal Counselling

Outcome 5
Reflect on Counsellor as Spiritual Guide

The candidate knows how to:
- define own spiritual/religious stance
- relate own spirituality to the Client-Counsellor relationship
- consider the transpersonal relationship with reference to Rogers, Thorne, Heron et al
- establish boundaries about the secular, the religious, the spiritual
- evaluate the transpersonal in relation to multiculturalism

Assessment

The outcomes of this unit should be assessed both formatively and summatively
- summative assessment will take the form of a piece of structured writing of approximately 2000 words which covers:
  - a clear explanation of the development of the transpersonal approach
  - a comparison and contrast of transpersonal and other theories
  - the difference between 'integrative' and 'eclectic' as they relate to the transpersonal approach
  - a description of the salient/significant features of the transpersonal approach
  - an evaluation of Assagiola's 'egg' model
  - an explanation of psychosynthesis and its role within the transpersonal
  - a summary of the place of the transpersonal as a 'fourth force'
- formative assessment will take the form of a psychological journal, following transpersonal practice. The journal must cover:
  - the practice and experience of transpersonal techniques
  - a record of dreams and their relation to the transpersonal
  - critical analysis of 'peak experiences'
  - reflections on the ethical issues raised when using the techniques of psychosynthesis within the transpersonal approach
  - the likely need for, and nature of, supervision for the transpersonal counsellor

Guidance
Links with other units/qualifications at the same and/or higher level

This unit has links with the Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling
Unit 46 Reflect on own counselling practice (both elements)

The unit links builds on the theoretical perspectives in Unit 1 Counselling Theory, integrates well with Unit 8 Person-Centred Counselling, and also links with the Unit 3 Personal Development unit within this qualification.

The unit also has relevance to the criterion for a core theoretical model criterion for BACP Personal Accreditation.

Unit 20 Transpersonal Counselling

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time

Improving own Learning and Performance
LP4.3   Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex activities

Working with others
WO4.1 Develop a strategy for using skills in working with others over an extended period of time

Delivery advice

Whilst it may be appropriate for a non-specialist to deliver the theoretical elements of this unit, it is **essential** for the practical elements to be delivered by an experienced transpersonal practitioner.

The unit lends itself to experiential delivery, providing opportunities for candidates to try the techniques and experience their effects in a safe environment. The ethical dimension of using psychosynthesis techniques should be stressed and, wherever possible, candidates should be referred to the BACP or UKCP Codes of Ethics and Practice.

Observation of a skilled practitioner, for example, on video tapes, would be valuable.

Assessors should be vigilant that candidates take an appropriately evaluative and critical stance to incorporate the spiritual into their model of person, and consider its practicality for the average client case load.

Tutors could develop a bank of case material/scenarios to encourage the evaluative stance.

Suggested resources list

Buber M – *I and Thou Edinburgh* (T and T Clark, 1958)
Ed D. Jones – *Innovative Therapy – a Handbook* (OU Press, 1994)
Heron J – *Sacred Science: Person-centred Inquiry in the Spiritual and the Subtle* (Ross on Wye PCCS Books)
Thorne B – *Person-centred Counselling and Christian Spirituality: the Secular and Holy* (London Whurr)
There is a Centre for Transpersonal Psychology in London

Unit 21
Working with Life-Limiting Illness

Unit summary

There is increasing opportunity within medical settings and in hospices for counsellors to work with patients/clients who have a terminal diagnosis. To operate effectively in this demanding area, counsellors need to have a clear understanding not only of the theories of loss and transition which will underpin their work, but also of the legal position as it affects life-limited patients/clients. The work also requires great sensitivity in the use of skills. This unit prepares candidates for work in this delicate area by providing a firm knowledge base and sound skill rehearsal.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

The unit aims to enable the candidate to:
1 acquire sufficient knowledge (both theoretical and legal) to work with life-limiting illness
2 gain insight into the particular needs of clients and their carers in the field of life-limiting illness
3 understand the need for self-care and support in order to prevent burn-out or distancing
4 practise ethically, effectively and sensitively

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of loss and transition theory in relation to the life-limited client
2 describe aspects of the life-limited situation
3 show awareness of legal and other restraints on counselling for life-limiting illness
4 provide evidence of ethical, safe practice
5 work in a palliative care team
6 access and utilise appropriate support and supervision

Unit 21 Working with Life-Limiting Illness

Unit content

Outcome 1
Demonstrate an understanding of loss and transition theory in relation to the life-limited client

The candidate knows how to:
- contextualise at least one model of transition to life-limiting illness
- describe losses for the client and for carers
- relate theory of loss to the client group
- evaluate models of dying (Kübler Ross, Schneidman, Patterson, Nyatanga)
- be aware of the dangers of imposing models, especially linear models, on clients

Outcome 2
Describe aspects of the life-limited situation

The candidate knows how to:
- access relevant medical knowledge
- co-operate and work with the possible network of support around the dying person
- reflect on the concept of a 'good' death
- evaluate the concept of 'anticipatory' grief
- maintain the precept of 'living to the end'
- describe cultural diversity in preparation for death
- explain the principles and practices of holistic palliative care

Outcome 3
Show awareness of legal and other restraints on counselling for life-limiting illness

The candidate knows how to:
- evaluate the validity of the Living Will
- demonstrate understanding of the current (UK) legal position in relation to euthanasia/assisted suicide
- describe cultural practices/taboos in relation to dying
- contrast hospital and hospice practices (especially in relation to equality of opportunity)
- describe the possible effects of pain/medication on counselling interaction
- reflect on own practice in relation to legal and other restraints

Outcome 4
Provide evidence of ethical, safe practice

The candidate knows how to:
- use counselling skills empathically
- pace interactions appropriately (eg having regard for pain and/or medication)
- broach spriritual concerns sensitively
- work within the support team
- work with the ethos of 'living to the end'

Unit 21 Working with Life-Limiting Illness

Outcome 5
Work in a palliative care team

The candidate knows how to:
- describe at least one model of team process(e.g Tuckman)
- critically analyse what impedes and what facilitates team work(including personal experience)
- evaluate differences between one-to-one and group/team confidentiality
- define the objectives and priorities of a palliative care team
- be aware of areas of conflict within teams(e.g the difference between Hospice and Hospital ethos)
- confront any conflict arising from own or others' roles within the team
- define the role of the Counsellor within a palliative care team

Outcome 6
Access and utilise appropriate support and supervision

The candidate knows how to:
- find, contract with and utilise supervision
- use other members of the team appropriately
- recognise signs of distancing and burn out in self
- take action in relation to these
- recognise any transference issues
- monitor self and interventions in relation to life-limiting work

Assessment

The outcomes of this unit will be assessed on the production of:
- A report or case study of a minimum of 2000 words which includes:
  - an evaluation of a model of transition in relation to its usefulness for the context
  - critical evaluation of at least two models of dying
  - description of losses for patient/client and for carers
  - critical awareness of concepts of a 'good' death
  - examples of how illness/medication affects communication
  - analysis of the various restraints on practitioners working in this field
  - an understanding of 'palliative'
  - cultural diversity in practices in care for the life-limited patient
- Evidence containing:
  - records of supervised practice in an appropriate placement (eg a hospice)
  - a comparison (one side of A4) between hospice and other care for the life-limited patient
  - a log, or other record of team work
  - a copy of supervision contract
  - a supervisor's report on practice
  - a statement of personal philosophy covering: theoretical base and validity of this personal belief system in relation to the life-limited client
  - a self-appraisal of effects of work on self

Unit 21 Working with Life-Limiting Illness

Guidance

Links with other units/qualifications

The unit links with all the mandatory units of this qualification.

The unit has links with Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling
Unit 46 Reflect on own counselling practice (both elements)

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time.

Improving own learning and performance
LP4.1   Develop a strategy of using skills in improving own learning and performance over an extended period of time.
LP4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required
LP4.3   Evaluate your own strategy and present outcomes from your work, including a synthesis of what you have learned from the complex learning activities

Working with others
W04.1   Develop a strategy for using skills in working with others over an extended period of time

Delivery advice

The delivery of this unit should employ a balanced mix of theory, skills and experiential work. Candidates will need placements where good supervision is the norm and should not undertake client work until tutors are sure that candidates are emotionally strong enough to sustain the stress of working with dying people. Tutors also need to monitor carefully signs of distancing or burn-out.

Visits to hospices or by palliative care personnel are usually enlightening for students new to this field of work. Rehearsal of skills presents particular problems as role play is clearly very difficult in this area (and if attempted should follow CAMPAG guidelines for simulation). Tutors may find it more helpful to present case material and tapes and invite students to evaluate the responses and to offer their own suggested interventions.

It is important that students are aware of the value of Ku̇bler-Ross's pioneering work, but also of the controversy surrounding linear models.

Unit 21 Working with Life-Limiting Illness

The law relating to Living Wills and to Euthanasia/Assisted Suicide is currently under review and tutors need to be sure that students receive up-to-date information. It may be helpful to have a legal expert deliver this aspect of the unit's knowledge base, although the legal aspect should be firmly linked to the practice.

A- S- K – Awareness, Skills, Knowledge is nowhere more necessary as a blend than for this unit.

Suggested resources list

Bayliss J – *Understanding Loss and Grief* (NEC, 1998)
Bayliss J – *Counselling Skills in Palliative Care* (Quay Book, 2003)
Kübler-Ross E – *On Death and Dying* (Tavistock NY, 1970)
Scheidman ES – *Aspects of the Dying Process* (1977)
Wass, H. – *Dying, Facing the Facts* (Taylor and Francis NY)
Nyatanga B – *Why is it so difficult to die?* (Mark Allen, 2001)
Nytanga B – *Hidden Aspects of Palliative Care* (Quay Book, 2003)

The Open University pack Death and Dying (particularly Units 2 and 3) contains a wealth of material relevant to the unit.

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Unit 22
Counselling for Loss and Grief

Unit summary

This unit gives candidates an insight into the major theories of loss and grief which underpin the models used in counselling. A critically evaluative stance, particularly to the so-called 'grieving process', is taken throughout. As counsellors, candidates need to be aware of the dangers of rigidly imposing a model on a grieving client, rather than accepting the unique nature of grief, and the unit emphasises the crucial awareness of uniqueness.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

This unit aims to enable the candidate to:
- acquire an understanding of the work of the main loss and grief theorists
- investigate the main models used in loss and grief counselling
- gain an insight into the manifestations of grief
- use counselling skills contextualised to loss and grief

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of the concepts of grief theory
2 compare and contrast grieving 'processes'
3 describe the manifestations of normal grief
4 conduct an ethical counselling interview with someone suffering some form of loss
5 utilise supervision

Unit 22 Counselling for Loss and Grief

Unit content

Outcome 1
Demonstrate an understanding of the concepts of grief theory

The candidate knows how to:
- explain Freud's concept of emotional investment loss → reality → testing → reinvestment
- compare Klein's 'internalising' with Freud's reinvestment
- evaluate Bowlby's attachment theory (particularly in a multi-cultural context)
- apply Murray- Parkes' concepts of assumptive worlds and the psycho-social transition
- compare Marris' conservatism and structures of meaning theory with Parkes'

Outcome 2
Compare and contrast grieving 'processes'

The candidate knows how to:
- define a process as a social construct
- evaluate the validity of linear processes (Kübler Ross's stages of dying; Murray- Parkes' stages of grief, Worden's tasks of grief)
- compare linear and other models (Stroebe's dual process; Walters' Bereavement and Biography, Continuing Bonds model)
- differentiate between descriptive and prescriptive use of models
- review models in a cross cultural context
- identify the importance of ritual

Outcome 3
Describe the manifestations of normal grief

The candidate knows how to:
- recognise the emotional reactions to grief
- recognise the cognitive reactions to grief
- recognise the physical reactions to grief
- recognise the behavioural reactions to grief
- reflect on the implications of these manifestations for the counselling relationship
- evaluate the effects of medication on the reactions and the counselling process
- reflect on the impact of client reactions on self

Unit 22 Counselling for Loss and Grief

Outcome 4
Conduct an ethical counselling interview with someone suffering some form of loss

The candidate knows how to:
- use counselling skills with empathy, respect, sincerity
- ensure boundaries of own losses/grief do not contaminate the interaction
- identify which model (if any) underpinned the interventions
- analyse the client's emotional, physical, cognitive and behavioural reactions as presented in client material
- avoid cliches of language of grief counselling
- acknowledge potential effects of client reactions on self
- adjust work in the light of supervision insights

Outcome 5
Utilise supervision

The candidate knows how to:
- present transference and counter transference issues
- contain own losses and grief
- explore any diffidence about spiritual matters
- apply the formative, normative, restorative, perspective elements of supervision to grief
- check and ask for feedback on language and interventions
- explore dependency issues

Assessment

The outcomes of this unit will be assessed on production of:
- A report or case study of a minimum of 2000 words which includes;
    - a critical analysis of the following concepts:
    - reinvestment as the end of mourning (Freud)
    - internalising as the end of mourning (Klein)
    - attachment in relation to non-Western cultures
    - comparison of the theories of Marris and Murray-Parkes
    - an appraisal of the validity of theory to the human experience of loss and grief
    - comparison of linear and non-linear models
    - an understanding of potential dangers/obstacles of theory and models to the counselling process
    - an awareness of the impact of loss on self

A practical demonstration by tape and transcript and endorsed by the candidate's supervisor, of a counselling interview with someone suffering some form of loss.
It should include:
- ethical and empathic use of skills, especially timing of responses to match client need
- recognition of client 'symptoms' (or lack of these)
- maintenance of ethical boundaries, especially in regard to own losses and griefs
- rationale for interventions used

Unit 22 Counselling for Loss and Grief

Guidance

Links with other units/qualifications

This unit has links to the Level 4 S/NVQ in Counselling, as follows:
Unit 41 Employ a theoretical framework in counselling (both elements)
Unit 42 Engage in a counselling process with clients (elements 42.1, 42.2, 42.4)
Unit 44 Explore clients' issues during the counselling process (element 44.1)
Unit 46 Reflect on own counselling practice (both elements)

The unit builds on Unit 2 Counselling Skills and integrates with some of the psychodynamic theory units within this qualification. Personal experience of loss could be integrated into Unit 3 Personal Development.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4 Key Skills units:

Communication
C4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving: one extended written communication skills about a complex subject

Improving own Learning and Performance
LP4.2   Develop a strategy for using skills in improving own learning and performance over an extended period of time
LP4.3   Evaluate your overall strategy and present the outcomes from your work, including a synthesis of what you have learned from two different complex learning activities

Delivery advice

The whole thrust of this unit is to challenge the stereotypical view of the so-called 'grieving process' – tutors need to remind candidates that, to date, there are at least seven different processes. The language of grief counselling – 'work through', 'letting go', 'resolution' etc – similarly needs critical analysis.

Candidates who are experiencing, or have recently experienced a major loss or bereavement should be encouraged to allow a time lapse before approaching this unit. Even so, grief and loss can activate strong feelings even in those who do/did not consider themselves to be grieving. Sufficient time for debriefing is essential.

The importance of funerals/ritual can often be sensitively covered by a Funeral Director as a visiting tutor.

Unit 22 Counselling for Loss and Grief

The paradox of medicating for grief needs discussion: if counsellors follow a model which encourages 'experiencing the pain of loss', does medication which deadens feelings help? If clients need relief, should it be denied? In this context, tutors should be cautious about students' understanding of 'normal' and 'abnormal' grief (especially with regard to cultural diversity). It is more appropriate to consider concepts of complex or complicated grief, 'normal' and 'abnormal' are subjective assessments or are outside the capacity of counsellors.

Suggested resources list

A range of videos, mainly of people witnessing their personal experiences of loss is available and the BBC series Living with Dying offers some useful discussion material.

Bayliss, J – *Understanding Loss and Grief* (National Extension College, 1997)
Bowlby J – *Attachment and Loss* (especially Vol 3) (Hogarth Press, 1980)
Freud S – *Mourning and Melancholia* (Stand Ed. Vol14 Hogarth, 1917)
Klein M – *Mourning and its Relation to Manic States* (Hogarth Press, 1948)
Kubler-Ross E – *On Death and Dying* (Routledge, 1973)
Littlewood J – *Aspects of Grief: Bereavement in Adult Life* (Routledge, 1992)
Marris, P – Loss and Change (Routledge and Kegan Paul, 1986)
Murray-Parkes C – *Bereavement: Studies of Grief in Adult Life* (Tavistock, 1972)
Rubin, S – *Continuing Bonds* (Taylor Francis, 1996)
Stroebe M – *Coping with Bereavement* (Omega 26, 1992)
Stroebe M and Schut H – *Bereavement and Counselling – a Dual Process Model* (Cruse, 1995)
Tonkin, L – *Growing Around Grief* (Cruse, 1995)
Walter TA – *A new model for grief: Bereavement and Biography* (Mortality 1, 1996)
Worden W – *Grief Counselling and Grief Therapy* (Routledge, 1991)
Wortman CB, Silver RC – *The myths of coping with loss* (1996)

Useful journals are Bereavement Care (Cruse), Omega, Mortality

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Unit 23
Counselling Research

Unit summary

As counselling as a profession matures, there is increasing emphasis on accountable and verifiable practice. Counsellors therefore need to be familiar with the processes of social science research and be able to read research papers with a fair degree of understanding. This unit covers the basic analytical skills needed to carry out a piece of research. There is emphasis on the ethical issues raised by research into counselling.

Successful achievement of this unit is dependent upon candidates meeting the assessment requirements and outcomes and producing work of a satisfactory and reliable standard.

Aims

The unit aims to enable the candidate to:
* acquire basic research skills
* read research with understanding
* engage in the research process
* be aware of ethical issues in counselling research.

Outcomes

On successful completion of the unit, the candidate will be able to:
1 demonstrate an understanding of basic research methods
2 conduct a piece of counselling research
3 evaluate presentation of data
4 show awareness of ethical issues in counselling research

Unit 23 Counselling Research

Unit content

Outcome 1
Demonstrate an understanding of basic research methods

The candidate knows how to:
- describe investigative methods
- determine the relative benefits and deficits of qualitative and quantitative methods
- debate the research methods most suited to counselling

Outcome 2
Conduct a piece of counselling research

The candidate knows how to:
- select an appropriate topic for research
- define the scope and purpose of the research
- use appropriate investigative method(s)
- analyse findings
- present data
- evaluate outcome(s)
- carry out a literature review

Outcome 3
Evaluate presentation of data

The candidate knows how to:
- review data for reliability and validity
- evaluate data presentation, including graphical, tabular, diagram depiction
- critically examine presentation for impact and accessibility

Outcome 4
Show awareness of ethical issues in counselling research

The candidate knows how to:
- describe likely ethical dilemmas in counselling research
- consider ethical sensitivity in relation to validity
- reflect on the need for verifiable practice

Unit 23 Counselling Research

Assessment

The outcomes of this unit will be assessed on the satisfactory completion of a piece of small-scale research and a live presentation of findings

- The Research Project should cover:
  - A sound rationale for the selected topic
  - A review of relevant literature
  - A persuasive rationale for the chosen research method (eg by comparison with other methods)
  - An accurate description of investigative procedure(s) undertaken
  - Analysis of any problems encountered
  - Presentation and analysis of findings
  - Evaluation of outcomes
  - Recommendations for further investigation
- The presentation should cover:
  - An accurate summary of the research paper
  - Critical evaluation of work
  - Ability to engage in discussion, which must cover:
    - ethical awareness
    - client/participant manipulation
    - confidentiality
    - client discomfort
    - value of counselling research

Guidance
Links with other units/qualifications

This unit has the potential to link with a range of units in this qualification. Candidates may for instance decide to focus their research on counselling in the context of mental health or working with children and adolescents.

Key Skills signposting

As candidates are working towards the outcomes of this unit, there are opportunities for Key Skills development in the following Level 4

Communication
C4.1   Develop a strategy for using communication skills over an extended period of time
C4.2   Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required
C4.3   Evaluate your overall strategy and present the outcomes from your work

Application of number
N4.3   Evaluate your overall strategy and present the outcomes from your work, including use of charts, diagrams and graphs to illustrate complex data.

Working with others

WO4.1 Develop a strategy for working with others over an extended period of time.

Delivery advice

It is not intended that this unit should intimidate candidates by focusing on statistics or other numeracy work. Rather, the delivery should focus on the practicality of research and its relation to understanding current issues in counselling and verifiable practice. Tutors will therefore require a good 'bank' of research papers for students to study and criticise for methodology, validity, and value to counselling (particularly from a client perspective).

Assistance from the Library or other Learning Resource Centre, especially in working on the review of literature, can be very helpful. The research project will, of necessity, be small scale – this can be viewed positively, as it enables candidates to understand sample bias. Even so, candidates can be encouraged to be more adventurous with methodology than the ubiquitous questionnaire.

Frequent reference needs to be made to the BACP Framework for Ethical Practice in Counselling and Psychotherapy in terms of use of client material for research purposes. Similarly, codes of practice should be consulted as part of the learning in relation to the actual value of research to clients and research validity should be stressed.

Whilst emphasis throughout is on practical candidate-led activity, sufficient tutorial support – after initial input- should be available to monitor the research process and product. If the investigation is carried out at a placement or workplace, the support of the manager and/or supervisor will be invaluable, particularly if the project needs adjustment.

Suggested resources list

Berry R – *The Research Project: How to Write It* (Pergammon Press, 1996)
Dryden W – *Research in Counselling and Psychotherapy* (Sage, 1996)
Herbert M – *Planning a Research Project* (Cassell, 1990)
Lee RM – *Doing Research on Sensitive Topics* (Sage, 1993)
McLeod J – *Doing Counselling Research* (Sage, 1994)

The BACP Journal (CPJ) frequently contains articles about the merits of research; its quarterly supplement on research is also useful.

Appendix A
Guidance on assignment design

1 Designing assignments

1 The purpose of an assignment is to provide candidates with the opportunity to produce work which demonstrates that they have gained the knowledge and skills detailed in the learning outcomes. Assignments may focus on either a single unit or more than one unit where there are common themes across some of the units.

1.2 It is important for centres to use an integrated approach (ie content which effectively links across two or more units) in relation to at least one assignment. Please note that this does not mean that candidates are required to adopt an 'integrative approach to counselling', rather, good practice in terms of making links across units where appropriate. In the Higher Professional Diploma in Counselling this can be achieved via completion of Unit 1: Counselling Theory and Unit 3: Personal Development which link across to the units focussing on specific theoretical approaches. In addition, there will be links across evidence generated for the unit focussing on the chosen theoretical core model and the practice units.

Where it is not possible or practical to cover all of the assessment requirements for each unit linked to the integrated assignment, it will be necessary for candidates to complete additional 'mini' assignments or 'top-up' activities to ensure that all the requirements have been met.

The approach to marking/assessing integrated assignments should enable an individual grade to be allocated to each unit covered, for the purposes of grading calculations, etc.

1.3 Regardless of whether the assignment is based on an individual unit or an integrated selection of units, complete familiarity with the specification requirements will allow both tutors and candidates to identify relevant opportunities, content, and topics which can facilitate the development of work-related and challenging assignments. Specifically, the assessment and guidance section of the specifications should be used to generate ideas about possible approaches to assignment design.

1.4 In some units the assessment section is quite detailed and provides a strong basis for an assignment. In these cases, the main focus is likely to be on providing further background or a scenario to place the assignment into a meaningful context with a clear vocationally-related purpose. In addition, it is probable that centres will wish to present the assignment in a user-friendly manner for students, eg addressing the candidate in the first person, using a different font-size. Other units in the specifications have a less detailed assessment section which provides more scope for centres and candidates to tailor assignments to their specific work roles and experience, bearing in mind the need for the unit outcomes to be met. Although a particular form of assessment may be identified in the assessment section of the unit eg a report, it is possible to select an alternative approach such as a case-study or presentation, as long as candidates produce evidence of comparable quantity and quality and meet the same outcomes.

1.5 To aid manageability and clarity the assignment may be broken down into activities or tasks which relate to each other so that the overall assignment is coherent. In addition, assignments should be vocationally-relevant, realistic and motivating. It is important that each assignment brief provides the following information:
- the purpose of the brief or rationale for the assignment
- intended context
- knowledge and skills to be demonstrated
- the criteria for success

1.6 Assignment design should take account of those candidates who have the potential to achieve a higher grade to meet the Merit and Distinction criteria. For instance, the grading descriptors reflect the need for students to carry out research with increasing degrees of independence, apply work-related skills, knowledge and understanding effectively and analyse and reflect on ideas and actions. There should therefore be opportunities for candidates to respond to their assignments in this way.

1.7 Assignments can be completed in any order; however, centres will be expected to sequence assignments logically according to the requirements of the candidates, the course, and resources within the centre.

2 Opportunities for repeating assignments

2.1 At this level candidates should be encouraged to take a proactive role in their own self assessment and be encouraged to match their work to the unit requirements. This should be supplemented with tutor feedback on performance. As part of this process, if candidates have not been successful in the assignment, there should be discussion and illustration of why they were not successful. If a candidate is then able to attempt the assignment again and meet the criteria independently, a pass can be achieved.

3 Safe working

3.1 The importance of safe working practices must always be stressed. Candidates have responsibilities for the safety of others as well as themselves. A candidate cannot be allowed to continue working on an assignment if they have contravened health and safety requirements. To complete the unit, the candidate will be allowed to recommence on a different occasion and tutors will closely monitor the achievement of the safety aspects.

4 Permission and confidentiality

4.1 Candidates may need to maintain confidentiality in the use of business data by ' 'anonymizing' sensitive information.

5 Marking and grading of assignments

5.1 To confirm that an outcome is achieved, it is useful to identify the key points or *key assignment indicators* which one would expect to see in a candidate's response. Reference should be made to the unit content of each outcome as well as the requirements of the brief to select the key points.

5.2 The content of the assignments and feedback to candidates should take into consideration the importance of
   • a formative approach
   • candidates being encouraged to reflect on building their achievements throughout the provision of the qualification, rather than only on the final outcome.
   • indicating clearly and supportively to candidates on a regular basis any gaps there might be in the sufficiency and level of achieving the outcomes.

5.3 In order for candidates to achieve a Pass, it is necessary for them to complete all parts of the assignment and produce evidence which clearly shows that the outcomes have been met. The overall quality of the work must be of a satisfactory and reliable standard.

5.4 The assignments should be graded: Pass, Merit or Distinction. Candidates who show greater degrees of autonomy in the ways in which they carry out research, approach and evaluate their work, or demonstrate originality and imagination will gain higher grades than those who work completely from tutor prepared material. Please refer to the general Guidance section, paragraph 4.8 'The Grading Criteria' for full grading descriptors.

6 Internal and external moderation of assignments

6.1 Please refer to the general Guidance, paragraph 9 'The Quality Assurance System' for information on how assignments are moderated.

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Appendix B
Mapping document showing links with National Occupational Standards

This table indicates links between the units within the City & Guilds Higher Professional Diploma in Counselling and the Level 4 ENTO (formerly CAMPAG) National Occupational Standards for Counselling

City & Guilds Higher Professional Diploma in Counselling – Units	Level 4 Counselling National Occupational Standards	
Unit 1 Counselling Theory	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice
	Unit 7	Assist clients to decide on a course of action
	Unit 8	Assist clients to plan the implementation of a course of action
	Unit 20	Evaluate and develop own contribution to the service
Unit 2 Counselling Skills	Unit 42	Engage in a counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 44	Explore clients' issues during the counselling process
	Unit 45	Conclude counselling with clients
	Unit 46	Reflect on own counselling practice
	Unit 2	Enable clients to gain access to the service
	Unit 7	Assist clients to decide on a course of action
	Unit 8	Assist clients to plan the implementation of a course of action
	Unit 9	Assist clients to review their achievement of a course of action
	Unit 10	Support clients during their activities
Unit 3 Personal Development	Unit 20	Evaluate and develop own contribution to the service
	Unit 42	Engage in a counselling process with clients
	Unit 46	Reflect on own counselling practice
Unit 4 Professional Development	Unit 46	Reflect on own counselling practice
	Unit 20	Evaluate and develop own contribution to the service
	Unit 18	Manage personal case load
	Unit 21	Provide support for other practitioners
Unit 5 Supervision	Unit 46	Reflect on own counselling practice
	Unit 42	Engage in a counselling process with clients
Unit 6 Client Work	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 46	Reflect on own counselling practice
Unit 7 Psychodynamic Counselling	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice

City & Guilds Higher Professional Diploma in Counselling – Units	Level 4 Counselling National Occupational Standards	
Unit 8 Person-Centred Counselling	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 44	Explore clients' issues during the counselling process
	Unit 45	Conclude counselling with clients
	Unit 46	Reflect on own counselling practice
	Unit 2	Enable clients to gain access to the service
	Unit 7	Assist clients to decide on a course of action
	Unit 8	Assist clients to plan the implementation of a course of action
	Unit 9	Assist clients to review the achievement of a course of action
	Unit 10	Support clients during their activities
	Unit 20	Evaluate and develop own contribution to the service
Unit 9 Existential Counselling	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice
Unit 10 Cognitive Behavioural Therapy	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 46	Reflect on own counselling practice
Unit 11 Gestalt Therapy	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice
Unit 12 Integrative Counselling	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 43	Assess clients for counselling
	Unit 44	Explore clients' issues during the counselling process
	Unit 45	Conclude counselling with clients
	Unit 46	Reflect on own counselling practice
	Unit 2	Enable clients to decide on a course of action
	Unit 7	Assist clients to decide on a course of action
	Unit 8	Assist clients to plan the implementation of a course of action
	Unit 9	Assist clients to review the achievement of a course of action
	Unit 10	Support clients during their activities
	Unit 20	Evaluate and develop own contribution to the service
Unit 13 Transactional Analysis	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice

City & Guilds Higher Professional Diploma in Counselling – Units	Level 4 Counselling National Occupational Standards	
Unit 14 Counselling and Mental Health Issues	Unit 43	Assess clients for counselling
	Unit 46	Reflect on own counselling practice
Unit 15 Working with Children and Adolescents	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore client's issues during the counselling process
	Unit 46	Reflect on own counselling practice
Unit 16 Counselling for Stress	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice
Unit 17 Working with Drugs and Alcohol	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice
Unit 18 Counselling for Eating Problems	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 46	Reflect on own counselling practice
Unit 19 Working with Couples	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice
Unit 20 Transpersonal Counselling	Unit 41	Employ a theoretical framework in counselling
	Unit 46	Reflect on own counselling practice
Unit 21 Working with life-limiting illness	Unit 41	Employ a theoretical framework in counselling
	Unit 46	Reflect on own counselling practice
Unit 22 Counselling for Loss and Grief	Unit 41	Employ a theoretical framework in counselling
	Unit 42	Engage in a counselling process with clients
	Unit 44	Explore clients' issues during the counselling process
	Unit 46	Reflect on own counselling practice

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Appendix C
QCA accreditation numbers

QCA Qualification accreditation number	Qualification title
100/3155/8	**City & Guilds Level 4 Higher Professional Diploma in Counselling**

QCA unit number	City & Guilds unit number	Unit title
J/102/0101	1	Counselling Theory
L/102/0102	2	Counselling Skills
R/102/0103	3	Personal Development
Y/102/0104	4	Professional Development
D/102/0105	5	Supervision
H/102/0106	6	Client Work
K/102/0107	7	Psychodynamic Counselling
M/102/0108	8	Person-Centred Counselling
T/102/0109	9	Existential Counselling
K/102/0110	10	Cognitive Behavioural Therapy
M/102/0111	11	Gestalt Therapy
T/102/0112	12	Integrative Counselling
A/102/0113	13	Transactional Analysis
F/102/0114	14	Counselling and Mental Health Issues
J/102/0115	15	Working with Children and Adolescents
L/102/0116	16	Counselling for Stress
R/102/0117	17	Working with Drugs and Alcohol
Y/102/0118	18	Counselling for Eating Problems
D/102/0119	19	Working with Couples
R/102/0120	20	Transpersonal Counselling
Y/102/0121	21	Working with Life-limiting Illness
D/102/0122	22	Counselling for Loss and Grief
H/102/0123	23	Counselling Research

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