

ABC Awards

SEG Awards ABC Level 4 Diploma in Therapeutic Counselling

Qualification Guide

Level 4 Diploma – 500/9253/4



About Us

At the Skills and Education SEG Awards (ABC)¹ we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:
https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

The ABC Awards qualification code is D4102-04.

The date of this specification is March 2020. The issue number is 5.3.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

ABC Award's Counselling qualifications have been in operation for over 20 years and were developed in response to the need to provide a structure for the approval of counsellor training programmes.

The ABC Level 4 Diploma in Therapeutic Counselling is concerned with the training of counsellors to a professional level of competency. As a pre-requisite for admission to the Diploma course learners must possess the ABC Level 3 Certificate in Counselling Skills or an equivalent qualification obtained elsewhere.

Learners will further develop the knowledge, skills and self-development gained from their Level 3 experience. It is required that learners will be involved in placement with rigorous and qualified casework supervision. This should enable an interchange of experiences between the placement and the classroom work on a constant basis.

Aims

The ABC Level 4 Diploma in Therapeutic Counselling qualification aims to:

- meet, when combined with the ABC Level 3 Certificate in Counselling Skills, the training contact hours requirement for basic training at a professional level for recognition as a qualified counsellor;
- provide further developed skills, including a 100-hour practice component under supervision;
- create a reflective practitioner;
- develop a deep understanding of one therapeutic model approach with knowledge of two others ('integrative' can be a model under the approach).

Target Group

The ABC Level 4 Diploma in Therapeutic Counselling is designed for those learners who are seeking to be professionally qualified counsellors.

ABC Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

- **Centres should strongly discourage partners and persons in close relationships from attending the same course.** Evidence indicates the potential emotional damage and impact both on the group and on their relationship through exposure to counsellor training.
- **Centres should seek evidence that the learner's primary need is not to use the course for personal therapy.** If a learner is having personal therapy or is receiving psychiatric treatment, then it is advised that evidence should be sought from an appropriate person, as to their suitability for the course.

Note, this last requirement is important. Without in any way denigrating personal responsibility for autonomy, trainers do have personal responsibility for the well-being of each learner; the provision of a safe, secure and supportive learning environment for the learners; and ultimately to the people with whom learners will use their acquired counselling skills.

ABC Awards would recommend that all potential learners are provided with an individual interview and, where feasible, a pre-course group/meeting should be used, which should include at least one self-awareness exercise.

This qualification should involve experiential learning in small group situations. This is often powerful and it is sensible to remind potential learners of the kind of experience they can expect. Face-to-face communication is more likely to convey this than the printed word.

Content Overview

The ABC Level 4 Diploma in Therapeutic Counselling qualification covers the following seven topics:

- **Unit 1 Professional Organisational Issues in Counselling** – in this unit, learners will develop an understanding of the essential relationship between counsellors, as professionals, and the organisations and other people with which they may work. They will explore areas of potential conflict, especially through the existence of different ethical standards and principles. They will also reflect on the importance of managerial supervision and casework supervision.
- **Unit 2 Counselling in a Diverse Society** – in this unit, learners will explore the impact that diverse cultures and heritage can have on the client/counsellor therapeutic relationship in a multicultural society. They will also examine power issues within the counselling process.
- **Unit 3 Counselling Theory** – in this unit, learners will analyse one major theoretical approach to influence, inform and empower their practice as a counsellor. They will also compare other theoretical approaches with the major approach.
- **Unit 4 Advanced Counselling Skills** – in this unit, learners will demonstrate a range of skills illustrating their development as practitioners. In addition, they will learn that counselling is a managed activity, with emphasis being given to the importance of opening and closing sessions and a series of sessions.
- **Unit 5 Self-awareness for Counsellors** – this unit aims to enable learners to increase self-awareness by analysing and evaluating the impact that counselling theory and practice has on self and relationships.
- **Unit 6 Research Methodologies in Counselling** – in this unit, learners will explore the importance of research in counselling. They will develop their research skills and will learn how to present findings.
- **Unit 7 Counselling Placement** – learners will complete this unit linked to a supervised counselling placement practice of 100 hours. They will analyse how their theoretical approach has influenced their practice, and evaluate learning gained from supervision.

Progression Opportunities

Learners who successfully complete the ABC Level 4 Diploma in Therapeutic Counselling may progress onto Postgraduate and Post Qualifying courses in counselling studies that are designed to enhance the practice, skills and knowledge of a practising counsellor. This provides academic progression alongside a recognised career pathway. It combines the professional aspects, e.g. theoretical knowledge, counselling skills development, self-appraisal and commitment to provision of an ethical quality service and professional development element, which is necessary to ensure that the counsellor is fit to practice.

Many learners progress towards national accreditation status with professional lead bodies. If learners wish to approach a professional regulatory body, they will need to ensure that they meet their requirements.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning / physical difficulty may impose on future progression.

Resource Requirements

Learners on this qualification should have access to adequate IT facilities.

This is a particular requirement of Unit 7 Counselling Placement where it is preferred for learners to submit their work through the AchieveLive e-portfolio system. See the glossary within the Counselling Placement for further information.

Tutor/Assessor Requirements

We require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Minimum requirements when delivering this qualification

ABC Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching. Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

ABC Level 4 Diploma in Therapeutic Counselling [500/9253/4]	
Numbers in box brackets indicate the RQF ² qualification number.	
Regulated	The qualification identified above is regulated by Ofqual.
Assessment	Internal assessment, internal and external moderation. External assessment
Grading	Pass
Operational Start Date	01/06/2010
Ofqual Review Date	31/12/2019
Operational End Date	31/12/2019
Certification End Date	31/12/2022
ABC Awards Sector	Counselling
Ofqual SSA Sector	01.3 Health and Social Care
Stakeholder support	Skills for Health
Contact	See ABC Awards website for Centre Support Officer responsible for these qualifications.

² Please see Appendices for definition of RQF

ABC Level 4 Diploma in Therapeutic Counselling

Rules of Combination:

Learners must complete all seven units to achieve 62 credits.

Units	Level	Credit Value	GL
Professional Organisational Issues in Counselling [K/601/7629]	4	10	70
Counselling in a Diverse Society [D/601/7630]	4	5	30
Counselling Theory [K/601/7632]	4	7	50
Advanced Counselling Skills [M/601/7633]	4	8	50
Self-awareness for Counsellors [T/601/7634]	4	5	40
Research Methodologies in Counselling [A/601/7635]	4	9	40
Counselling Placement [J/506/9114, previously F/601/7636]	4	18	20 ³

Numbers in box brackets indicate the unit number.

⁴Guided Learning – 300 hours

⁵Total Qualification Time – 620 hours

³ In 2016 Ofqual introduced changes to the way hours of guided learning are defined. The value of the Counselling Placement unit has therefore changed from 120GLH to 20GL. Note, the unit still includes a mandatory 100 hour counselling placement.

⁴ Please see Appendices for definition of Guided Learning

⁵ Please see Appendices for definition of Total Qualification Time

Qualification Purpose	C. Prepare for employment.							
Entry Requirements	<p>Learners should have successfully completed the ABC Level 3 Certificate in Counselling Skills or equivalent.</p> <p>Progression from Level 3 to Level 4 is not necessarily automatic.</p> <p>Centres must be satisfied as to the learner's suitability to undertake this Level 4 qualification course.</p> <p>It is considered best practice for centres to allow time for learners to have personal therapy/counselling whilst working towards this qualification.</p>							
Age Range	Pre 16		16 - 18		18 +		19+	✓
Learning Aims Reference	50092534							
Recommended GL	300 hours							
Recommended TQT	620 hours							
Type of Funding Available	See LARS (Learning Aim Reference Service).							
Qualification Fee / Unit Fee	See ABC Awards website for current fees and charges.							
Additional Information	See ABC Awards website for resources available for this qualification.							

Unit Details

Professional Organisational Issues in Counselling

Unit Reference	K/601/7629
Level	4
Credit Value	10
Guided Learning Hours	70
Unit Summary	In this unit, learners will develop an understanding of the essential relationship between counsellors, as professionals, and the organisations and other people with which they may work. They will explore areas of potential conflict, especially through the existence of different ethical standards and principles. They will also reflect on the importance of managerial supervision and casework supervision.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand what is meant by counselling	1.1. Define what is meant by the term counselling 1.2. Explain their own philosophical approach to counselling 1.3. Explain the impact this approach has on their practice as a counsellor
2. Understand the need to work within an ethical framework	2.1. Evaluate the need for an ethical framework for counselling and psychotherapy 2.2. Explain the main elements of one recognised ethical framework for counselling and psychotherapy 2.3. Analyse the similarities and differences between their chosen ethical framework and the requirements of at least one other professional body or employing organisation

	<p>2.4. Using examples, analyse potential conflicts between the requirements of organisational and other codes of professional practice and their chosen ethical framework for counselling and psychotherapy</p> <p>2.5. Summarise how these conflicts could be resolved</p>
3. Understand the environment in which counselling takes place	<p>3.1. Using examples, analyse the key issues surrounding the following in relation to possible actions by clients</p> <ul style="list-style-type: none"> • professional conduct • ethical issues • confidentiality • boundaries • legal responsibility • negligence <p>3.2. Using examples, evaluate an appropriate working environment and contract which attends to the physical, emotional and mental safety needs of both the client and counsellor</p> <p>3.3. Using examples, analyse the importance of multi-professional working and co-operation</p>
4. Understand the importance of supervision in counselling	<p>4.1. Explain why both casework and managerial supervision are important for a trainee and a qualified counsellor</p> <p>4.2. Using examples, evaluate the possible impact of effective and less effective casework supervision on the</p> <ul style="list-style-type: none"> • service provided for users • professional development of a counsellor <p>4.3. Using examples, evaluate the possible impact of effective and less effective managerial supervision on the</p> <ul style="list-style-type: none"> • service provided for users • professional development of a counsellor
5. Understand casework	<p>5.1. Explain the importance of good casework management</p>

management in counselling	<p>5.2. Using examples, analyse the importance of the following aspects of casework management</p> <ul style="list-style-type: none"> • referral procedures • keeping case records • reports and letters • legal rights of clients to access records <p>5.3. Explain the importance of the need for casework evaluation for the ongoing professional development of the reflective practitioner</p>
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Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH1, MH14, MH49, MH63, MH97, MH 98, MH100, MH101

Links to ENTO NOS for Counselling 2007

CLG 1.1, CLG 3.1, CLG 3.2, CLG 8.1, CLG 18.1, CLG18.2, CLG17.1

Supporting Unit Information

Professional organisational issues in counselling – K/601/7629 – Level 4

Indicative Content

The information in this unit is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos

Learning Outcome 1. Understand what is meant by counselling

Learners need to demonstrate their understanding of counselling.

They need to show that they have considered their own philosophical approach and how an interpretation of this influences their practice.

Learning Outcome 2. Understand the need to work within an ethical framework

The ethical frameworks referred to in Assessment Criteria 2.1 and 2.2 must be counselling frameworks.

The employing organisation referred to in Assessment Criteria 2.3 could be the health service, etc.

Assessment Criteria 2.4 Ask learners to identify potential conflicts between the requirements of organisational and other codes of professional practice and their chosen ethical framework for counselling and psychotherapy. These may be difficult or impossible to resolve, which needs to be highlighted for Assessment Criteria 2.5 if that is the case, giving an explanation why. Other possible conflicts highlighted may well have possible solutions which can be highlighted in Assessment Criteria 2.5.

Learning Outcome 3. Understand the environment in which counselling takes place

Assessment Criteria 3.1 Learners need to be able to use examples and it would be useful for learners to demonstrate their understanding of what these issues mean. They should not re-word handouts.

They should also be exploring issues beyond just the physical environment.

Assessment Criteria 3.2 The appropriate working environment – could be real or an ideal environment.

Assessment Criteria 3.3 Multi professional working – could be within one organisation or between different agencies/organisations (always with permission).

Learning Outcome 4. Understand the importance of supervision in counselling

Learners need to understand

- what both casework supervision and managerial support and monitoring involves
- what the role of each is
- the differences between them

Learning Outcome 5. Understand casework management in counselling

This needs to be approached from the perspective of the counsellor/trainee counsellor.

Learners will need to understand the different aspects of casework management listed and their importance for further development.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners should be encouraged to take responsibility for their own learning.

It is anticipated that learners will be involved in a minimum of 100 hours placement with rigorous and qualified casework supervision. This would enable an interchange of experiences between the placements and the

classroom work on a constant basis. This links to unit **J/506/9114** (previously **F/601/7636**) Counselling Placement within this qualification.

Group work is important in the delivery of this unit. It is strongly recommended that there is a staff/learner ratio of approximately 1:12. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes. Tutor-facilitated group supervision should be included within the taught hours – however, this supervision will **not** count towards unit **J/506/9114** (previously **F/601/7636**) Counselling placement Assessment Criteria 3.2 which should be external.

Time should be set aside for learners to reflect on the learning process and evaluation should be ongoing and participative. The keeping of a personal record or journal is strongly recommended.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the counselling field.

Whilst it is recognised that for a variety of valid reasons many centres may find it difficult to secure full attendance at residential events, residential experience is strongly recommended for learners where possible. Centres may want to look at alternatives such as two long consecutive days (in different premises from those used normally) with no 'sleep over' requirements, to provide the equivalent of a residential experience without losing all of the essential ethos of a residential.

Much of the content of this unit will permeate the whole qualification programme and many aspects will occur in other units. However it is still a requirement that all the Learning Outcomes and Assessment Criteria in this unit be covered and later assessed. Many centres may wish to assess at various stages throughout the whole programme and leave some of the unit to be assessed towards the end of the programme. It is up to individual centres to decide.

Some of the content in the unit should be covered before the learner starts at their placement and may be seen, for many, as an introduction to working as a counsellor in an agency setting under managerial supervision and also having separate supervision for their casework.

Minimally, it would be an expectation that before going on placement a trainee counsellor would have an understanding of the main features of a recognised Ethical Framework in Counselling and Psychotherapy. They will understand thoroughly the need for competent casework supervision and positively value it; and know the limits of confidentiality when working within a team or multi-disciplinary setting, i.e. what can be shared with other professionals and how that may be shared. Also they need to be familiar with the methods and the need for casework management and recording.

Once learners are in practice, the professional and organisational issues should be dealt with as they arise in their placement. Learning should be primarily through group discussion and active group supervision.

Learners need to recognise

- that counsellors need to abide by an Ethical Framework in Counselling and Psychotherapy. It is expected that learners will have a thorough understanding and ownership of a recognised Ethical Framework in Counselling and Psychotherapy and more particularly own the importance of working within Codes and the law to ensure their ethical practice
- the importance of boundaries, confidentiality, the meaning of professionalism, the duty of care to clients, the duty of care of self and the issues surrounding professional negligence generally. The group should be facilitated to explore the similarities and differences between a recognised professional Counselling body framework and the ethical standards adopted within other professions, e.g. nursing, teaching and social work
- the need for supervision of casework, as distinct from managerial support and monitoring, should be examined in detail, as many will confuse supervision as practised within their agencies with the clinical casework supervision required within the counselling world. However the necessity for managerial supervision and involvement needs to be stressed so that appropriate organisational issues are considered
- the need for good casework management should be given considerable attention, including the fact that one of the hallmarks of being professional is collaboration and cooperation with other professionals in the interests of the client. Whilst confidentiality is important, it should not be used as a "mask". The ownership of the case notes within an agency should be discussed.

Throughout this unit, learners should be expected to articulate their philosophical base and approach to counselling as it evolves and changes with their professional and personal development.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

ABC Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching. Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC Awards.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- skills observation sheets
- group discussion observation sheets
- other suitable supplementary evidence
- interview / discussion
- direct observation
- tutor/peer feedback
- witness statements/testimonials
- written records

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC Awards website).

Counselling in a Diverse Society

Unit Reference	D/601/7630
Level	4
Credit Value	5
Guided Learning Hours	30
Unit Summary	In this unit, learners will explore the impact diverse culture and heritage can have on the client/counsellor therapeutic relationship in a multicultural society. They will also examine power issues within the counselling process.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand issues which affect counselling in a multi-cultural society	1.1. Using examples, evaluate the relevance of the following in the counselling process <ul style="list-style-type: none"> • stereotyping • language issues • different belief systems • family structures • family life experiences
2. Understand how cultural divisions and heritage might influence the counselling relationship	2.1. Explain what is meant by cultural divisions and heritage 2.2. Using examples, analyse how the cultural heritage of clients might influence one to one counselling interaction 2.3. Using examples, evaluate how their own cultural heritage might impact on counselling interactions with clients
3. Understand power issues within the counselling process	3.1. Using examples, describe the role differences between counsellor and client 3.2. Explain the inherent power differences and perceptions of power, based on these role differences

	<p>3.3. Using examples, evaluate how these perceived power differences can be reduced</p> <p>3.4. Analyse the advantages and disadvantages gained from retaining some power differences</p>
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Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH1, MH46, MH63, MH97, MH 98, MH100, MH101

Links to ENTO NOS for Counselling 2007

CLG 1.1, CLG5.2, CLG 8.1, CLG 17.1, CLG 17.2

Supporting Unit Information

Counselling in a diverse society – D/601/7630 – Level 4

Indicative Content

Learning Outcome 1. Understand issues which affect counselling in a multi-cultural society

Cultural divisions to include

- race
- class
- gender
- sexual orientation
- age
- religion
- disability

This should be looked at in relation to how clients may present, emerging issues, identity, etc. Also e.g. counsellor beliefs, values, attitudes, etc.

Learning Outcome 2. Understand how cultural divisions and heritage might influence the counselling relationship

Cultural divisions and heritage to include

- race
- class
- gender
- sexual orientation
- age
- religion
- disability

For example, look at the clients perspective – options and choices-complexity. Also, for example, counsellor beliefs, values, attitudes, etc.

Learning Outcome 3. Understand power issues within the counselling process

This needs to be explored from

- counsellor perspective - own process and difficulty with identification, transference, counter transference, core conditions (where applicable with model used), etc.
- emotional and financial manipulation
- client perspective - power to not return to sessions, etc.
- counsellor as a knowledgeable expert
- client being 'told' what to do, etc.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners should be encouraged to take responsibility for their own learning.

It is anticipated that learners will be involved in a minimum of 100 hours placement with rigorous and qualified casework supervision. This would enable an interchange of experiences between the placements and the classroom work on a constant basis. This links to unit **J/506/9114** (previously **F/601/7636**) Counselling Placement within this qualification.

Group work is important in the delivery of this unit. It is strongly recommended that there is a staff/learner ratio of approximately 1:12. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes.

Time should be set aside for learners to reflect on the learning process and evaluation should be ongoing and participative. The keeping of a personal record or journal is strongly recommended.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the counselling field.

Whilst it is recognised that for a variety of valid reasons many centres may find it difficult to secure full attendance at residential events, residential experience is strongly recommended for learners where possible. Centres may want to look at alternatives such as two long consecutive days (in different premises from those used normally) with no 'sleep over' requirements, to provide the equivalent of a residential experience without losing all of the essential ethos of a residential.

In this unit, learners need to

- consider, confront and deal with their own prejudices and assumptions about people as these may affect their counselling practice. (Essentially this also will be part of developing self-awareness). The fact that we live and work in a multicultural society and in a society in which institutions and people can and do discriminate against individuals on the grounds of class, race, religion, gender, disability, age and sexual orientation, etc., should be highlighted. Of particular importance is for learners to recognise that within their own one to one interactions with the client, all of these, or a number of them, can be present
- be helped to appreciate that in their interactions with clients, with supervisors, with other professionals, and organisational staff, both they and those with whom they interact will bring to the process and relationship their assumptions and prejudices based upon their own differing life experiences and that these will affect the power relationship between them. Also learners need to accept that the counselling process is not value or prejudice free and that it is a myth, with no embodiment in reality, to think that all people are the same as we work towards lowering the barriers in the counselling process. Instead differences should be celebrated
- demonstrate that people bring into the counselling situation their mental map of the whole network of people, e.g. family, friends, neighbours, work colleagues, with whom they interact. Underlying the whole unit should be a concentration on the unequal power relationships that can and do, exist in the counselling process: some are real and others will be based upon perceptions of each other.

An opportunity should be taken to ensure that learners appreciate that 'therapeutic jargon' should not be used in the counselling process and that rapport can be further developed by using language that is understood and used by the client, e.g. white middle class 'English speak' may not be understood by a person whose first language is not English. Using a variety of methods the importance of the past and current family systems and beliefs on a person's life should be highlighted so that learners understand that people bring with them into counselling a mental set of family beliefs systems that may differ substantially from those of the counsellor.

Without in any way denigrating the value of anecdotal evidence it can be particularly important in this unit to ensure that the subjectivity of such

data is either put into a wider objective framework or challenged as not totally valid.

NB anecdotal evidence can be the source of prejudice.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

ABC Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching. Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC Awards.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- skills observation sheets
- group discussion observation sheets
- other suitable supplementary evidence
- interview / discussion
- direct observation
- tutor/peer feedback
- witness statements/testimonials
- written records

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC Awards website).

Counselling Theory

Unit Reference	K/601/7632
Level	4
Credit Value	7
Guided Learning Hours	50
Unit Summary	In this unit, learners will analyse one major therapeutic model to influence, inform and empower their practice as a counsellor. They will also compare other therapeutic models with the major model.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand a major therapeutic model of counselling	1.1. Analyse the philosophy of one major therapeutic model in relation to <ul style="list-style-type: none"> • its origins • historical development to the present day • the people influential in its development 1.2. Evaluate the key concepts and principles of the chosen model, using relevant examples to indicate their importance in counselling practice 1.3. Evaluate the strengths and weaknesses of the model 1.4. Explore arguments against the model
2. Understand the principles of other therapeutic models of counselling	2.1. Evaluate the key features of two other therapeutic models and their relevance to the practising counsellor in comparison to their main chosen model 2.2. Justify why it is important to have an in-depth understanding of a therapeutic model before using its methods and techniques

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH100

Links to ENTO NOS for Counselling 2007

CLG 5.2, CLG 5.5, CLG 6.1, CLG 8.1, CLG 18.1, CLG 18.2, CLG 19.1,
CLG 21.1

Supporting Unit Information

Counselling theory – K/601/7632 – Level 4

Indicative Content

The information in this unit is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

Learning Outcome 1. Understand a major therapeutic model of counselling

This requires an in depth knowledge of one major therapeutic model.

Learners need to understand its origin and development together with main contributors to its development.

Important to stress relation of theory to practice.

Present day = now, up to date development, e.g.

- Integrative – Egan, Nelson-Jones
- Psycho dynamic – Freud, Jung, Klein, Bowlby, Fairburn, Winnicott
- Cognitive Behavioural Therapy - Beck, Ellis, Padesky, Greenberg
- Humanistic – Rogers, Mearns, Thorne, Patterson, Tudor, Worrall, Lago

Learning Outcome 2. Understand the principles of other therapeutic models of counselling

The aim here is to contrast model looked at in Learning Outcome 1 with two others.

It is important that learners understand the importance of having an in-depth understanding of the theory behind the practice of a model.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners should be encouraged to take responsibility for their own learning.

Learners should have a thorough understanding of the major theoretical model being used, the philosophical base and principles of the model, its relevance to their practice as a counsellor, and the criticisms made of the model. This is likely to be selected by the centre.

Also they should have knowledge of two other models and be able to appreciate their strengths and weaknesses when compared and contrasted to the main model studied. It is important when presenting the two models chosen that they are not denigrated or trivialised.

Also the presentations made should include warnings against the real dangers of applying methods and techniques from these models without a depth understanding of the full therapeutic approach.

In this unit learners are expected to conceptualise what is happening in their casework based on the main therapeutic model underpinning their work.

Delivery and assessment could be linked to unit **A/601/7636** Research methodologies in counselling.

Learners should be encouraged to use the internet to access up to date journals, debates, etc., but they must be aware that they will need to only use reputable sources. Learning providers may need to assist learners in this. They will also need to stress the importance of learners recording information sources and producing references to them in their work.

It is anticipated that learners will be involved in a minimum of 100 hours placement with rigorous and qualified casework supervision. This should enable an interchange of experiences between the placements and the classroom work on a constant basis. This links to unit **J/506/9114** (previously **F/601/7636**) Counselling Placement within this qualification.

Group work is important in the delivery of this unit. It is strongly recommended that there is a staff/learner ratio of approximately 1:12. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes.

Time should be set aside for learners to reflect on the learning process and evaluation should be ongoing and participative. The keeping of a personal record or journal is strongly recommended.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the counselling field.

Whilst it is recognised that for a variety of valid reasons many centres may find it difficult to secure full attendance at residential events, residential experience is strongly recommended for learners where possible to aid delivery. Centres may want to look at alternatives such as two long consecutive days (in different premises from those used normally) with no 'sleep over' requirements to provide the equivalent of a residential experience without losing all of the essential ethos of a residential.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

ABC Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching. Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC Awards.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- skills observation sheets
- group discussion observation sheets
- other suitable supplementary evidence
- interview / discussion
- direct observation
- tutor/peer feedback
- witness statements/testimonials
- written records

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC Awards website).

Advanced Counselling Skills

Unit Reference	M/601/7633
Level	4
Credit Value	8
Guided Learning Hours	50
Unit Summary	Learners will demonstrate a range of skills illustrating their development as practitioners. In addition, they will learn that counselling is a managed activity, with emphasis being given to the importance of opening and closing sessions and a series of sessions.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the process of a series of counselling sessions	1.1. Identify the stages of a series of counselling sessions 1.2. Evaluate the importance of an appropriate opening of a series of sessions 1.3. Explain the purpose and importance of a working agreement for a series of sessions 1.4. Explain the purpose and importance of reviewing progress with the client 1.5. Explain the importance of working towards the ending of a series of sessions 1.6. Explain the importance of ensuring that an environment is suitable and safe
2. Be able to conduct a counselling session with a client in an	2.1. Open the session, explaining the working agreement including <ul style="list-style-type: none"> • what is on offer • limitations • time boundaries

<p>ethical, effective and safe way</p>	<ul style="list-style-type: none"> • ethical boundaries in line with professional code <p>2.2. Develop the session using the following skills and interventions appropriate for the session and the model used</p> <ul style="list-style-type: none"> • attentiveness and rapport building • active listening, including minimal encouragers and managing silence • empathic listening • effective questioning • paraphrasing and summarising • focusing and challenging • reflecting on the counselling skills process and immediacy • awareness of boundaries including referrals • working at an appropriate pace • checking understanding with the client • working with diversity as it impacts on the session <p>2.3. End a session appropriately, using the following where applicable</p> <ul style="list-style-type: none"> • within agreed time boundaries • showing sensitivity to the client's needs and feelings • summarising themes and any work to be done outside the session • making an appropriate referral if necessary • renegotiating and renewing working agreements • making the next appointment
<p>3. Be able to reflect on the counselling session</p>	<p>3.1. Evaluate the effectiveness of the opening of the session</p> <p>3.2. Justify the use of the skills used during the session</p> <p>3.3. Explain why other skills were not used during the session</p> <p>3.4. Evaluate the effectiveness of the closing of the session</p>

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH1, MH23, MH46, MH49, MH63, MH 98, MH100, MH101

Links to ENTO NOS for Counselling 2007

CLG5.2, CLG5.3, CLG6.1, CLG 8.1, CLG18.1, CLG18.2

Supporting Unit Information

Advanced counselling skills – M/601/7633 – Level 4

Indicative Content

The information in this unit is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

In this unit, client means a fellow learner from this course or another Level 4 Counselling Skills course from the same centre, developing the session using appropriate skills taken from Assessment Criteria 2.2 in order to meet the assessment criteria.

Learning Outcome 1. Understand the process of a series of counselling sessions

A series of sessions will be 4 – 6 sessions, with the same fellow learner from beginning to end of the range of sessions.

Learners could work with a fellow learner on one-off sessions for skills development.

Centres may also wish to explore issues of dependency.

Learning Outcome 2. Be able to conduct a counselling session with a client in an ethical, effective and safe way

It is not expected that all the skills will be used in sessions but learners need to understand what all are and when it is appropriate to be used. When using skills in sessions, it would be expected that a minimum of 6 skills need to be appropriately demonstrated within a session to illustrate the development of the session and to demonstrate more than active listening.

Learning Outcome 3. Be able to reflect on the counselling session

Complete evaluation and review of the entire process is required to demonstrate a thorough understanding of what was done, the method and the reason why and the impact on the session throughout the opening, middle and ending.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

In this unit, learners need to further develop and refine the skills and counselling interventions in a safe environment, i.e. the classroom situation, as acquired in the ABC Level 3 Certificate in Counselling Skills course or an equivalent programme.

Emphasis needs to be placed on the opening and closing processes.

These skills will be used in the placement component of the course.

All of the skills in this unit should have been introduced and practised in the ABC Level 3 Certificate in Counselling Skills course. However, it has to be recognised that not all will be firmly in place, integrated into the person. If only as a refresher, a short explanation of each of the skills to be practised with a demonstration could be given. The skill(s) will then be practised by learners, preferably in triads with the tutors circulating and intervening as and when appropriate to give feedback.

Learners must be trained to use a more formalised method of giving feedback, e.g. the Gilmore method or Inter Process Recall.

It is anticipated that learners will be involved in a minimum of 100 hours placement with rigorous and qualified casework supervision. This should enable an interchange of experiences between the placements and the classroom work on a constant basis. This links to unit **J/506/9114** (previously **F/601/7636**) Counselling Placement within this qualification.

Learners will need to work on this unit prior to learners starting their counselling placement. It is recommended that all learners are assessed by training providers to ensure that they are proficient in the skills and have the right attributes before they start to work with clients. Whilst it would be unreasonable to expect 100% use of all skills all of the time, as such would rarely be achieved by the most proficient counsellor, trainers should use their abilities and judgment to determine, with any required

supporting evidence, whether or not they are satisfied that the learner being assessed is working at a sufficient and appropriate level that they can be allowed to engage in casework practice.

Sessions could be recorded, observed with notes made from the session, interview the “client” for positive/negative, feedback, etc. to aid skills development.

Group work is important in the delivery of this unit. It is strongly recommended that there is a staff/learner ratio of approximately 1:12. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes.

Learners should be encouraged to take responsibility for their own learning.

Time should be set aside for learners to reflect on the learning process and evaluation should be ongoing and participative. The keeping of a personal record or journal is strongly recommended.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the counselling field.

Whilst it is recognised that for a variety of valid reasons many centres may find it difficult to secure full attendance at residential events, residential experience is strongly recommended for learners where possible to aid delivery. Centres may want to look at alternatives such as two long consecutive days (in different premises from those used normally) with no ‘sleep over’ requirements to provide the equivalent of a residential experience without losing all of the essential ethos of a residential.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner’s portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

ABC Awards expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching. Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC Awards.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- skills observation sheets
- group discussion observation sheets
- other suitable supplementary evidence
- interview / discussion
- direct observation
- tutor/peer feedback
- witness statements/testimonials
- written records

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC Awards website).

Self-awareness for Counsellors

Unit Reference	T/601/7634
Level	4
Credit Value	5
Guided Learning Hours	40
Unit Summary	This unit aims to enable learners to increase self-awareness by analysing and evaluating the impact that counselling theory and practice has on self and relationships.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Use counselling theory to understand self	1.1. Analyse how theories studied have increased awareness and insight into self 1.2. Analyse how theories studied have increased awareness and understanding of the impact of life events and their responses to them 1.3. Analyse how theories studied have increased awareness and understanding of their relationships, and the way they form, develop, maintain and end them
2. Use counselling practice to understand self	2.1. Analyse how interaction with others has impacted on self-awareness 2.2. Evaluate the impact on self of issues of equality and diversity 2.3. Evaluate the impact on practice of responding to equality and diversity issues
3. Reflect on personal development	3.1. Evaluate insight gained from feedback received 3.2. Analyse changes to self as a result of feedback and experiences

	<p>3.3. Evaluate their own strengths and areas for growth and development</p> <p>3.4. Outline the development of their own philosophy of counselling</p> <p>3.5. Plan for and justify future personal development</p>
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Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH100

Links to ENTO NOS for Counselling 2007

CLG1.1, CLG1.2, CLG1.3, CLG 1.4, CLG2.2

Supporting Unit Information

Self-awareness for counsellors – T/601/7634 – Level 4

Indicative Content

The information in this unit is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

Learning Outcome 1. Use counselling theory to understand self

Learners need to analyse and evaluate the impact of their learning on self, together with reflection on how this has impacted on their relationships with others.

Learning Outcome 2. Use counselling practice to understand self

Learners analyse and evaluate the impact of their experience of their counselling placement on the development of self. This should include how any issues of diversity and equality encountered during their placement have impacted on their understanding of self.

Learning Outcome 3. Reflect on personal development

Personal growth achieved through recognition & understanding of their own strengths and weaknesses. Learners could use examples from their journal, to include analysis of feedback and how their philosophy might have changed during the process of training. Learners could use reflection on personal development group work – the facilitator could also assess a piece of work and provide feedback.

N.B The emphasis here is on the **SELF** – analysing and evaluating the impact on self rather than theory, skills, content, etc.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Continued self-awareness is seen as of crucial importance for counsellors and therapists. Trainers have an ethical responsibility to ensure that

people who provide counselling show adequate evidence of insight and self-awareness.

It is impossible to be prescriptive for this unit, as many variable factors will affect the growth of the individual and of the group, the chosen theoretical orientation of the course and the group composition. However, facilitation of the group does mean maintaining safe boundaries for the group and for each individual within the group.

Also it is important that all members of the group are aware of the difference between therapeutic groups and self-awareness learning groups. Tutors need to prevent the group becoming immersed in the drama of one person to the exclusion of or avoidance of other material.

Learners should be strongly urged to keep a personal journal of their progress and ongoing reflection.

Personal awareness needs to be monitored continuously and when trainers (including personal development facilitators) are concerned about a learner's level of awareness and/or are concerned about their interactions within their peer groups then the trainers will have a duty to draw the attention of the learner to these concerns.

The nature of this unit requires the teaching and learning for the unit to be linked to other units within this qualification.

It is anticipated that learners will be involved in a minimum of 100 hours placement with rigorous and qualified casework supervision. This should enable an interchange of experiences between the placements and the classroom work on a constant basis. This links to unit **J/506/9114** (previously **F/601/7636**) Counselling Placement within this qualification.

Group work is important in the delivery of this unit. It is strongly recommended that there is a staff/learner ratio of approximately 1:12. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes.

Learners should be encouraged to take responsibility for their own learning.

Time should be set aside for learners to reflect on the learning process and evaluation should be ongoing and participative. The keeping of a personal record or journal is strongly recommended.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the counselling field.

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Methods of Assessment

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Minimum requirements when delivering this unit

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Evidence of Achievement

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Additional Information

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Research Methodologies in Counselling

Unit Reference	A/601/7635
Level	4
Credit Value	9
Guided Learning Hours	40
Unit Summary	In this unit, learners will explore the importance of research in counselling. They will develop their research skills and will learn how to present findings.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the purposes of research in counselling	1.1. Explain the importance of research for the counsellor 1.2. Explain the purposes of research in the practice of counselling
2. Be able to select effective methods for undertaking research activities	2.1. Review methods used in counselling research 2.2. Select and justify research methodologies for a chosen topic
3. Be able to carry out research for a chosen topic	3.1. Apply appropriate methodologies to research information 3.2. Formulate critical opinions based on the interpretation of research material 3.3. Evaluate the relevance of research material selected
4. Be able to present findings of research for a chosen topic	4.1. Select and justify a suitable format to present research 4.2. Present the outcomes of the research
5. Be able to evaluate the research	5.1. Evaluate the appropriateness of the chosen methodologies

methodologies
and outcomes

5.2. Evaluate the learning obtained from
research into their chosen topic

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

Depending on the topic of research chosen, there will be links with a number of competencies e.g. MH66, MH97, MH98

Links to ENTO NOS for Counselling 2007

CLG22.1

Supporting Unit Information

Research methodologies in counselling – A/601/7635 – Level 4

Indicative Content

The information in this unit is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

This unit can be delivered as a standalone unit or could be linked with another unit (e.g. unit **K/601/7632** Counselling Theory) – any linked assessment across units **must be cross referenced very clearly**.

NB Learners are expected to produce work to Level 4 standards and it should be sufficient to cover the Learning Outcomes in depth. A small group activity could be used but each learner's contribution should be evidenced. The work submitted for assessment must be only the individual learner's work and not include reference to any group activity to which it may have contributed. Centres need to support learners develop their skills to this level.

Learning Outcome 1. Understand the purposes of research in counselling

Purpose of research, e.g.– could be CPD, informing practice, career development.

Learners need to be informed of developments and how this can help practice.

Learning Outcome 2. Be able to select effective methods for undertaking research activities

Learners need to know where to find information. Could be quite selective, e.g. specific information, or broader and in depth information.

Explore the use of qualitative and quantitative information.

Qualitative and quantitative and methods within these.

Learning Outcome 3. Be able to carry out research for a chosen topic

This could link to **K/601/7632** Counselling Theory

Centres could also make use of this unit to explore specialisms to broaden the programme for learners (e.g. alternative models, areas of counselling such as psycho sexual issues, personality disorders, online counselling, integrative versus single theory counselling, long term therapy and dependency, childhood bereavement, group therapy, counselling in a public service).

Learning Outcome 4. Be able to present findings of research for a chosen topic

Present outcomes of research to include references to primary and/or secondary sources, together with a relevant conclusion.

May also be practical, i.e. presentation or written work.

Learning Outcome 5. Be able to evaluate the research methodologies and outcomes

Learners need to be supported to evaluate their research activity and what has been learnt from the research.

This needs to be discussed sufficiently in depth to cover the learning outcomes but not necessarily to 'submit for publication'.

Teaching Strategies and Learning Activities

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This unit can be delivered as a standalone unit or could be linked with another unit, e.g. unit **K/601/7632** Counselling Theory.

Centres could also make use of this unit to explore enable learners to explore specialisms to broaden the programme for learners e.g. alternative models, areas of counselling such as psycho sexual issues, personality disorders, online counselling, integrative versus single theory counselling, long term therapy & dependency, childhood bereavement, group therapy, counselling in a public service.

Group work could be used in the delivery of this unit. It is strongly recommended that there is a staff/learner ratio of approximately 1:12. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes.

Learners should be encouraged to take responsibility for their own learning.

Time should be set aside for learners to reflect on the learning process and evaluation should be ongoing and participative. The keeping of a personal record or journal is strongly recommended.

Centres are recommended to provide information and guidance to their learners on the availability and type of employment the programme may lead to and on the progression routes available for further education and training in the counselling field.

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Methods of Assessment

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Minimum requirements when delivering this unit

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Evidence of Achievement

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Additional Information

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Counselling Placement

Unit Reference	J/506/9114 (previously F/601/7636)
Level	4
Credit Value	18
Guided Learning Hours	20
Unit Summary	Learners will complete this unit linked to supervised counselling placement practice. They will analyse how their theoretical approach has influenced their practice, and evaluate learning gained from supervision. This unit is externally assessed.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to demonstrate an understanding of one of their placement agencies	1.1. Explain the following for their placement agency/agencies <ul style="list-style-type: none"> • main purpose(s) • organisational structure • ways of working • policies • procedures 1.2. Explain the relevance and application of one piece of statutory legislation to one of their placement agencies 1.3. Evaluate your own placement experience
2. Understand the importance of working agreements	2.1. Enter into a working agreement with the following <ul style="list-style-type: none"> • placement agency/agencies • supervisor 2.2. Evaluate the importance of these working agreements

<p>3. Maintain records of placement practice</p>	<p>3.1. Maintain verified records of their own placement practice over a minimum of 100 hours</p> <p>3.2. Maintain verified records of their own supervision throughout their placement</p>
<p>4. Relate theory of theoretical approach(es) they have been trained in to practice with one client</p>	<p>4.1. Outline, through the main key concepts, the theoretical approach(es) they have been trained in to their placement practice</p> <p>4.2. Analyse the application of their own theoretical approach to their work with one client over several sessions</p> <p>4.3. Evaluate the application of their own theoretical approach to their work with this client over several sessions</p>
<p>5. Relate supervision to practice with clients</p>	<p>5.1. Analyse the learning gained from a minimum of two supervision sessions in relation to their work with one client</p> <p>5.2. Evaluate how this learning informed their work with this client over a minimum of two sessions</p>
<p>6. Reflect on own professional practice</p>	<p>6.1. Evaluate own practice using feedback received from supervisor(s) confirmatory reports</p> <p>6.2. Evaluate own practice using feedback received from placement(s)</p> <p>6.3. Identify areas for further professional development</p>

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH1, MH23, MH27, MH46, MH66, MH 98, MH100, MH101

Links to ENTO NOS for Counselling 2007

CLG1.1, CLG1.2, CLG1.3, CLG2.1, CLG2.2, CLG3.2, CLG5.1, CLG5.2, CLG5.5, CLG6.1, CLG8.1, CLG 17.1, CLG 17.2, CLG 18.1, CLG18.2, CLG21.1

Supporting Unit Information

Counselling Placement – J/506/9114 (previously F/601/7636) – Level 4

Indicative Content

Glossary – this glossary is intended to clarify the terms used throughout this unit and gives guidance to trainees, centres, placements and supervisors on the units' requirements.

Term	Meaning
AchieveLive e-Portfolio	<p>AchieveLive is the e-Portfolio system launched by ABC Awards for the compilation of evidence for this unit and from September 2017 it will be the preferred method for submitting portfolios.</p> <p>AchieveLive enables trainees to type their evidence directly into the system and upload documents onto it, where it is automatically cross-referenced to the relevant learning outcome and assessment criteria.</p> <p>AchieveLive allows much faster feedback from the ABC Awards examination team when marking the external assessment and indicates to trainees areas for resubmission of evidence.</p> <p>ABC Awards has produced a separate document on how to use AchieveLive. Trainees, centre, placement and supervisor staff should in the first instance refer to these for clarity on AchieveLive or any assessment criteria.</p> <p>In addition, whether using AchieveLive or submitting a hard-copy portfolio, it will be mandatory to use ABC Awards forms for compiling evidence for the unit.⁶</p>
Analyse / Analysis	<p>Analysis is the process of breaking something down into smaller parts/aspects and scrutinising/examining those parts in detail.</p> <p>Trainees are required to analyse as part of assessment criteria 4.2 and 5.1. ABC Awards has provided separate guidance on analysis for these criteria and</p>

⁶ See 'Supporting documents' section for further information

	trainees should refer to it when composing their evidence.
Centre	This is the organisation the trainee counsellor is registered with as a learner.
Centre (tutor / assessor) responsibilities	Centres (i.e. the trainee's tutor / assessor) have a responsibility to: <ul style="list-style-type: none"> - provide trainees with guidance on the requirements of this unit and offer support to trainees in finding a suitable placement <ul style="list-style-type: none"> ▪ centres must ensure that trainees are placed in an approved and monitored placement, other than their own educational centre or place of work and with an appropriate mentor - provide ongoing support for trainees throughout their placement - sign the trainees combined client and supervision log, indicating they have verified the trainees' hours of placement practice and hours of supervision (assessment criteria 3.1 and 3.2) are correct, ensuring that: <ul style="list-style-type: none"> ▪ the hours of counselling are correct and ▪ the supervision hours are correct - inform trainees of the possible cost of supervision before registering them on the course - register trainees for their external assessment.
1 client 'hour'	1 client hour is considered to be a minimum of 50 minutes and a maximum of 60 minutes. It is recommended that trainees do not have more than 4 clients per week. Trainees must have supervision for all client hours claimed. See Supervision hours below and the separate Supervision Guidance document for more details on how much supervision trainees should be having.
1 client 'hour' when working with young people	If trainees are working with young people (aged 13 - 17 inclusive), client hours of less than 50/60 minutes are acceptable, however they must be a minimum of 30 minutes. This will be counted as one client hour. Total hours of placement should not be more than 50 of the 100 client hours when working with young people.

	<p>Trainee counsellors will still need to complete the remaining client hours working with adults (aged 18 years and over) to meet the 100 hours required.</p> <p>See 'Young People / Young Persons'.</p>
Evaluate	<p>Evaluating is the process of assessing/offering an opinion as to the value/effectiveness of something and showing detail and reasoning behind it.</p> <p>Trainees are required to evaluate as part of assessment criteria 1.3, 2.2, 4.3, 5.2, 6.1 and 6.2. ABC Awards has provided separate guidance on evaluation for these criteria and trainees should refer to it when composing their evidence.</p>
Learner / Student	See 'Trainee Counsellor / Trainee'.
Mentor	This is usually the manager or senior person in charge within the trainee counsellor's placement agency or it can be a suitably qualified and experienced counsellor working at the agency. This person must be different to the supervisor.
1 month	In terms of the log that records client hours and supervision hours, 1 month is considered to be a 28 to 31 day period (it does not necessarily have to be from the 1 st of month to the 1 st of the next). Supervision sessions should be on or around the same day of each month.
Placement / Placement agency(ies)	<p>This is the agency(ies) in which the trainee counsellor is carrying out their counselling placement. Trainees can carry out their placement at more than one agency.</p> <p>Where supervisors are employed by the placement agency, the agency should provide a contract between the trainee and supervisor.</p>
Supervision hours	<p>Supervision must be:</p> <ul style="list-style-type: none"> • delivered each month and be for • a minimum of 1.5 hours of supervision, for 0⁷ – 12 client hours, or • a minimum of 2 hours of supervision, for 13 – 16 client hours, or • a minimum of 2.5 hours of supervision, for 17 – 20 client hours.

⁷ Trainees should still see their supervisor in when they see no clients in a month. You should refer to the Supervision Guidance document for further information on Gaps and Breaks in Placement.

	ABC Awards has produced a separate document on Supervision Guidance. Trainees, centres, placements and supervisors should refer to it for clarity on: Supervision Hours, Remote, Group and Missed Supervision, Gaps and Breaks in Placement and Supervisor Requirements.
Trainee Counsellor / Trainee	For the purposes of this unit the 'learner / student' will be referred to as the 'trainee counsellor / trainee'. Learners must refer to themselves as 'trainee counsellor / trainee', when documenting their evidence.
Young People / Young Persons	<p>Young people are those aged 13 – 17 inclusive that are undergoing counselling.⁸</p> <p>Centres are strongly advised to discourage trainees from working with young people (and also with 18 year olds or those who turn 18 during the course of the placement activity, or with vulnerable adults) unless they have received formal training and can demonstrate that they are conversant with current legislation and organisational, local and national policies.</p> <p>If trainees wish to include client hours with young people it is anticipated that they will have had at least 3 years' experience of working in a professional supportive capacity with this age group. Centres need to be satisfied that trainees have the required experience and should ask them to produce proof of their experience.</p>

For the assessment purposes for this qualification:

- trainee counsellors **cannot** work with children, i.e. those aged 12 years and younger;
- trainee counsellors **must not** be doing private counselling, and it will not count towards the 100 counselling hours;
- trainee counsellors **must not** receive direct payments from clients for their service;
- trainee counsellors **must not** be offering group counselling or couples counselling

⁸ ABC Awards has followed guidance from the BACP on determining the appropriate age ranges for defining children (aged 12 years and younger), young people (aged 13 – 17 years) and adults (18 years and over).

- it is at the centres discretion as to whether or not trainee counsellors are to have personal therapy while on this qualification. ABC Awards would see this as good practice, but it would be a centre requirement and not an ABC Awards requirement.

Learning Outcome 1. Be able to demonstrate an understanding of one of their placement agencies

Assessment Criteria 1.1 requires trainees to provide a detailed explanation of the placement environment where they have completed the majority of their hours. It is recognised that trainees may counsel at more than one placement in order to achieve the minimum of 100 hours required and if the number of hours is equal at two placements, the trainee may choose between them.

In their explanation, trainees must include:

- the main purpose(s): if the placement is part of a wider organisation then the wider organisation must be included in order to put the counselling into perspective
- organisational structure: must include an explanation of job roles and responsibilities; trainees may submit an organisational diagram but the explanation **must** also be included
- ways of working: this should include several areas of working explaining what is done and how, e.g. client referrals, multidisciplinary working, allocation/assessment of clients, number of counselling sessions, referring the client on, any in-house supervision, note-taking etc.
- policies and their related procedures at their placement: more than one policy and its procedure **must** be explained; each policy should be named and explained in terms of what the policy is used for and then its procedure must also be explained in terms of how the policy is put into practice (this should not be answered as a simple list).

Assessment Criteria 1.2 requires trainees to choose one piece of statutory legislation (i.e. law) and provide a detailed explanation of it, in terms of its relevance and application to their placement (trainees should **not** explain the legislation without its relevance to the placement, nor should they explain a policy, which is covered in 1.1).

Assessment Criteria 1.3 requires trainees to **evaluate** all aspects of their placement(s), i.e. to discuss its value/effectiveness.

The evaluation **must** cover those particulars explained in 1.1, e.g. their experience of the environment, administration, any in house supervision,

mentoring, client work without detail on specific clients, multidisciplinary working etc.

Learning Outcome 2. Understand the importance of working agreements

Assessment Criteria 2.1 requires the trainee to provide completed working agreements between:

- themselves and their placement agency(ies) and
- between themselves and their supervisor(s).

Trainees should submit copies of **all** the working agreements from **all** placements agencies and **all** supervisors used.

Trainees **must** use the ABC Awards templates for the working agreement between the placement and working agreement between the supervisor, as it contains space for all parties to fill in the required details, i.e.:

Working agreement between Trainee and Placement	Working agreement between Trainee and Supervisor
Placement name, address and contact details.	Supervisor name, signature and date.
Placement mentors name, signature and date.	Supervisor contact details.
Trainee name, contact details, signature and date.	Trainee name, signature and date.
Details of what is being offered by the placement to the trainee, to cover: <ul style="list-style-type: none"> - how many hours and clients seen each monthly period - how long the placement will last - notice for termination (by either party) - accountability - any in-house supervision offered - any in-house training offered - administration - liaison with centre - evidence, insurance - membership of professional bodies. 	Details of the working agreement between supervisor and trainee, to cover: <ul style="list-style-type: none"> - where supervision will take place - the frequency and duration of supervision sessions - availability outside of these sessions - the preparation required by both parties for supervision, e.g. case notes and other material - methods to be used in supervision, e.g. discussion, role-play, observation, live supervision - written records of supervision - availability outside of sessions - cost / payment - presentation

<p>Confirm</p> <ul style="list-style-type: none"> - placement provide feedback for portfolio - trainee agreeing with placement policies/procedures - placement agreeing responsibility for trainees whilst on-site. 	<ul style="list-style-type: none"> - notice for termination (by either party) - confidentiality and other ethical issues. <p>Confirm</p> <ul style="list-style-type: none"> - supervisor will provide a report for portfolio evidence - trainee agreeing with supervisor policies/procedures - supervisor agreeing responsibility for trainee.
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Supervisors have responsibilities over and above those detailed in a working agreement. Further information on this is available in the glossary above and in the Supervision Guidance document.

Centres should also note that they have a responsibility to their trainees (learners), to the placement agency(ies) and to the supervisor(s). These are explained in the glossary above and in the 'Teaching Strategies and Learning Activities' section below.

Assessment Criteria 2.2 requires the trainee to **evaluate in detail** the importance of each of the submitted working agreements. Trainees should consider their effectiveness and value through specific details and explanation.

Learning Outcome 3. Maintain records of placement practice

For **Assessment Criteria 3.1 and 3.2** trainees **must** use the ABC Awards template for a combined client and supervision log. It is laid out in such a way that it makes the recording of client hours and supervision hours straightforward. The ORS system available to centres (see page 2) contains a sample of a completed log showing how client and supervision hours should be recorded. Centres should share this with their learners. The log includes space for all the required details, as follows.

For client hours in date order:

- client initials or ID
- session no with client
- indication of age of client if a young person
- summary of theme of session
- length of session
- running total of client hours, to sum to 100 hours minimum by the end of placement(s).

For supervision hours in date order:

- date of supervision
- number of client hours the supervision is covering
- length of supervision plus indication if it was individual or group supervision (if group, further indication of numbers in group and length of group supervision)
- name and signature of supervisor
- log will also include placement manager/mentors signature on a monthly basis.

Trainees should note at the end anything they wish to consider when the log is reviewed, for example client hours they could not claim, if supervision was not conducted after 1 month, different supervisors used, if remote supervision was undertaken.

The log **must** be periodically checked for accuracy by the tutor/assessor at the centre where the trainee is registered as a student. At the end of the 100 counselling hours, it **must** also be signed by them. By signing this form the tutor/assessor confirms they have checked and verified the learner/trainee has:

- completed the required hours of placement practice (criteria 3.1), and
- received the required hours of supervision (criteria 3.2).

Trainees are reminded that maintaining accurate records is an **essential** requirement of professional counselling practice. ABC Awards does recognise the complicated nature of providing records of placement practice especially when trainees are working at several placement agencies, seeing several supervisors and undertaking individual and group supervision however trainees **must** make records as clear as possible in order that logs can be verified by both their tutor at their centre and by ABC Awards examination staff.

Note, if trainees are required to submit new log(s) to cover insufficient client/supervision hours, they **must** submit their original log together with any new ones.

Learning Outcome 4. Relate theory of theoretical approach(es) they have been trained in to practice with one client

This learning outcome links to unit K/601/7632 Counselling Theory.

Trainees should take a holistic approach to the Learning Outcome but in doing so ensure that the assessment criteria are identified/mapped throughout their narrative.

Assessment Criteria 4.1 provides trainees with an introduction to Assessment Criteria 4.2 and 4.3. Trainees **must** show a good understanding of the theoretical approach (es) they have been trained in, through an outline of the main key concepts of the approach (es).

Trainees **must**:

- state the theoretical approach(es) chosen trained in and used
- summarise their understanding of the main key concepts of the theoretical approach (es), to include all those used with the chosen client.

Note: If centres choose to offer eclectic or integrative counselling theories that incorporate more than one counselling theory, then it is the centre's responsibility to ensure the learner competent in each theory and able to apply it to clients on their placement.

This assessment criteria is **not** about the chosen client, but about counselling theoretical approach (es) and is an introduction to the next assessment criteria.

Assessment Criteria 4.2 requires the trainee to demonstrate direct linkage of theory (from 4.1) to their practice with the chosen client.

One theory case study – relate key concepts of theory to practice with one client. This may require careful selection of the client to be used for the case study to enable this to be done – mentor and/or supervisor support may be helpful in order to choose a suitable case study.

It is required that the trainee should have worked with the chosen client for a minimum of 6 sessions to enable them to meet the criteria.

Trainees must:

- name those key concepts of the approach(es) outlined 4.1, that are relevant to the chosen client, and how they relate to the chosen client over the minimum of 6 client sessions
- breakdown those key concepts of the theoretical approach(es) that are relevant to the chosen client and examine each part in detail as it relates to practice with the chosen client
- give specific examples of how they have applied the relevant key concepts in their counselling practice the chosen client
- analyse the application rather than simply describe
- apply more than a few/sufficient key concepts to justify depth and understanding of theory underpinning practice.

Assessment Criteria 4.3 follows directly on from introducing the key concepts in 4.1 and analysing their application in 4.2. In 4.3 these key concepts must now be evaluated as they were applied to the chosen client. This requires trainees to:

- evaluate the application of the key concepts that were applied to the chosen client over the counselling sessions
- state what was effective/ineffective in the application of relevant key concepts used with the client
- explain why it was effective/ineffective, demonstrating sound evidence of a reflective practitioner.

The evaluation **must** be on the key concepts and not on the counselling process or the skills and interventions.

The evidence submitted must show reflection.

Learning Outcome 5. Relate supervision to practice with clients

Assessment Criteria 5.1 – Learning for this criterion must come from a minimum of 2 supervisory sessions from work with a **different** client than the one used for Learning Outcome 4. This will require careful selection of the client to enable the trainee to meet the criteria – supervisor support may be helpful in order to do this.

The evidence for this Learning Outcome does not need to be a case study. It could be a discussion on issues related to the chosen client (minimum of 2 issues) and were taken to supervision.

In order to **analyse** their learning, trainees should:

- briefly discuss what issues were presented from working with their client and how the issues were worked with during supervision;
- discuss in detail what they have learned about themselves, their client, their clients' issues and what may be done in subsequent counselling sessions.

Note, this assessment criteria is about the learning gained and not about the application of this learning with the client nor is it an analysis or discussion on supervision.

Assessment Criteria 5.2 – In order to **evaluate** their learning from the issues in 5.1, trainees are required to complete this criteria after a minimum of 2 counselling sessions of putting the learning into practice. Trainees should evaluate:

- the impact on self in the counselling sessions
- how they used the learning gained in their work with the client
- what was done differently
- how their learning benefitted their work with this client.

Note 1, the client must be the same client from Assessment Criteria 5.1.
Note 2, this assessment criteria is about the application of the learning in practice and not about supervision generally or an evaluation of supervision.

Learning Outcome 6. Reflect on own professional practice

Assessment Criteria 6.1 requires the trainee to evaluate their own practice and how it has changed, making direct reference to the written feedback from the submitted supervisor(s) reports, once the 100 client hours have been completed.

Assessment Criteria 6.2 requires the trainee to evaluate their own practice and how it has changed, making direct reference to the written feedback from the manager / mentor at their placement(s), once the 100 client hours have been completed.

Together with the trainees' evaluation, copies of the feedback reports must be submitted for all placements and supervisors used.

ABC Awards has produced templates for the supervisor(s) report (Supervisor Report) and the placement report (Placement Feedback Report) which are available on the ORS system for centres (see page 2). Centres should share these documents with their learners.

Assessment criteria 6.3 requires the trainee to identify areas for future professional development, based on their evaluation. Trainees are advised to refer back to relevant sections of their supervisor and placement reports.

Identification of areas of personal development will **not** count as professional development.

Teaching Strategies and Learning Activities

Centres should adopt an approach which supports the development of their trainees. The aims and aspirations of all trainees, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is strongly recommended that trainees are located in placement agency (ies) where clients bring a wide range of issues. This should be monitored by the centre.

In agreeing trainees proposals for the practice placement, centres should recognise that ultimately they are responsible for:

- discussing with their trainees (learners), **in detail**, the expectations and requirements for the completion of this unit, prior to any client hours being undertaken
- the quality of the experience obtained by the trainee, including supervision
- **sign the trainees combined client and supervision log**, indicating they have verified the trainees' hours of placement practice and hours of supervision (assessment criteria 3.1 and 3.2), ensuring that:
 - the hours of counselling are correct
 - the supervision hours are correct
- ensuring that the placement takes place in an appropriate setting and must be counselling based and not just the use of counselling skills in a work setting, e.g. as part of a personnel function, or a teaching role, or in situations where the main interventions with clients are to provide advice, to just befriend or to undertake practical work
- ensuring that trainees understand that it is their responsibility or that of the placement agency(ies) to ensure that they have adequate insurance cover, including professional negligence insurance
- providing the placement agency(ies) and individual supervisor with an outline of the course and its requirements for placement work
- ensuring that a written working agreement is made between the trainee, centre, the placement agency(ies) and individual supervisor
- ensuring that all supervisors used submit a CV and are formally approved by the centre. The centre should maintain a register that

is updated annually. The register should be available for inspection by the ABC Awards moderator if required.

Supporting documents

ABC Awards has produced a variety of forms and guidance documents to support trainees in compiling their evidence for this unit. All documents are available to centres on the ORS registration system (see page 2) and centres should share these documents with their learners.

The use of the following forms are now **mandatory** for submission with this unit.

On AchieveLive the forms should be uploaded against the relevant assessment criteria. In hard-copy portfolios, the forms should be included with all other paperwork.

Document Name	Document Type	Assessment criteria reference	Use
Working agreement with placement and Working agreement with supervisor	Form	2.1	Trainees must use this combined trainee-placement / trainee-supervisor working agreement as part of their evidence for criteria 2.1.
Combined client and supervision log ⁹	Form	3.1 and 3.2	Trainees must complete this log as part of their evidence for criteria 3.1 and 3.2.
Supervision report	Form	6.1	Trainees must use this template as part of their evidence for criteria 6.1.
Placement feedback report	Form	6.2	Trainees must use this template as part of their evidence for criteria 6.2.
Declaration of Authenticity Form ¹⁰	Form	n/a	Trainees are required to complete and submit this declaration with their hard-copy portfolio.
Analysis and Evaluation guidance	Guidance	Evaluation: 1.3, 2.2, 4.3, 5.2, 6.1 and 6.2	Guidance for trainees on Analysing and Evaluating. Trainees should refer to this guidance when composing their evidence for these assessment criteria.
		Analysis: 4.2 and 5.1	

⁹ The log need only be uploaded against assessment criteria 3.1; at 3.2 trainees can state "refer to 3.1".

¹⁰ This form is mandatory for hard-copy submission but not required for e-portfolio submissions.

Document Name	Document Type	Assessment criteria reference	Use
Combined client and supervision log - Sample	Guidance	3.1 and 3.2	Sample log which shows correctly completed details for recording client hours and supervision.
Learner checklist for submission of evidence for external assessment	Guidance	n/a	Trainees should use this checklist before submitting their portfolio to ensure they have covered the requirements of the assessment criteria.
Supervision Guidance	Guidance	n/a	This document provides further guidance for trainees, centres, placement agencies and supervisors on the requirements for supervision for this unit.
AchieveLive Learner Guidance	Guidance	n/a	This guide instructs trainees on how to use the AchieveLive e-portfolio system to compile their evidence for this unit.

Methods of Assessment

This unit will be **externally** assessed via a portfolio of evidence submitted by the trainee to demonstrate achievement of all the learning outcomes and assessment criteria.

Trainees will have the opportunity to resubmit evidence for any criteria that has been referred (not met). However, centres should refer to the Glossary and Teaching Strategies and Learning Activities section for clarification on how they should be supporting trainees to ensure they fully understand the requirements of this unit.

Minimum requirements when delivering this unit

ABC Awards expects that supervisors, placement and centre staff to be appropriately qualified / experienced as detailed within the Tutor/Assessor Requirements section of this unit.

Evidence of Achievement

AchieveLive e-Portfolio

ABC Awards has launched an e-Portfolio system called AchieveLive¹¹ for the compilation of evidence for this unit and from September 2017 AchieveLive will be the **preferred** method for submitting portfolios.

AchieveLive enables trainees to type their evidence directly into the system and upload the required forms onto it, where it is automatically cross-referenced to the relevant learning outcome and assessment criteria. Trainees can work on the system from a computer, tablet or mobile device at a time and place of their convenience.

AchieveLive allows **much faster feedback** from the ABC Awards examination team when marking the external assessment and indicates to trainees areas for resubmission of evidence.

ABC Awards has produced a separate document on how to use AchieveLive. Trainees and their tutor/assessor should in the first instance refer to this document for clarity on how to use AchieveLive.

Hard-copy Portfolios

Trainees may still submit hard-copy portfolios. Evidence can be hand-written but it is highly recommended that trainees word process their evidence for clarity. In either case, trainees must compile their evidence clearly and legibly, i.e. through the use of page numbering, headings and paragraphs mapped to the learning outcome and assessment criteria they relate to.

The trainee's hard-copy portfolio **must** be accompanied by a signed Declaration of Authenticity, available on the ABC Awards website.

Trainees must save a copy of their portfolio work as it will **not** be returned after being submitted.

¹¹ Further information on the AchieveLive portfolio system is available on the ABC Awards website: www.abcawards.co.uk/qualifications/qualifications-by-sector/counselling/counselling-eportfolio/

Whether using AchieveLive or submitting a hard-copy portfolio, it will be **mandatory** to use ABC Awards forms for compiling evidence for the unit.¹²

Additional Information

Amendments made to this unit on the 01/01/2015 and 01/09/2017 will not disadvantage the trainee in anyway. The amendments have been made to improve the clarity of the criteria throughout the unit.

¹² See 'Supporting documents' section for further information

Appendices

Recognition of Prior Learning (RPL), Exemption and Credit Transfer

ABC Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC Awards' policies and procedures are available on the ABC Awards website.

Glossary of Terms

RQF (Regulated Qualifications Framework)

The Regulated Qualifications Framework (RQF) introduced by Ofqual as a single, simple system for cataloguing all qualifications regulated by them by 'level' and 'size'.

Levels indicate the difficulty and complexity of the knowledge and skills associated with a qualification. There are eight levels supported by three 'entry' levels.

Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. This can be anything from a matter of hours to several years of study and different students can take different amounts of time to study for the same qualification. Size is expressed in terms

of Total Qualification Time, with the part of that time typically spent being taught or supervised, rather than studying alone, known as Guided Learning Hours.

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work

- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.