

ABC AWARDS

LEVEL 4 DIPLOMA and ADVANCED DIPLOMA IN THE THEORY AND PRACTICE OF COUNSELLING (Therapeutic Work)



**LEVEL 4 DIPLOMA and
ADVANCED DIPLOMA**

IN THE

**THEORY AND PRACTICE OF
COUNSELLING
(Therapeutic Work)**

Customer Service Statement

ABC strives to provide a prompt, high quality service to enable its centres, in turn, to meet the needs of its customers. A full copy of ABC's Customer Service policy can be seen on the web site. Any comments or suggestions are welcome.

Enquiries

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Those without Internet access may also wish to contact this office.

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Background

ABC, its Portfolio and Qualifications

ABC Awards (ABC) is approved by the Qualifications and Curriculum Authority (QCA) to offer qualifications throughout the United Kingdom. QCA is the regulatory body for public examinations and publicly funded qualifications and also has the authority to monitor awarding bodies through quality audits. ABC has offices in Chorley, Nottingham and Taunton. ABC's current portfolio contains qualifications accredited onto the National Qualifications Framework (NQF) ranging from Entry Level to Level 6. NQF qualifications are eligible for funding under the Learning and Skills Act 2000. More information on funding can be obtained from the Learning and Skills Council (LSC) – www.lsc.gov.uk.

ABC specialise in developing Vocationally Related Qualifications (VRQs). These are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills. In turn, NOS form the basis of National Vocational Qualifications (NVQs). Therefore, although VRQs have links with NVQs, they are not designed to deliver occupational competence and as such do not require delivery and assessment in the workplace. All ABC VRQs are mapped to the NOS for purposes of future accreditation of prior learning (APL) should learners opt to achieve the NVQ at a later date.

Centres offering ABC qualifications may be colleges, private training providers, community groups, adult education centres, schools, prisons and businesses.

ABC works closely with the relevant Sector Skills Council (SSC)/National Training Organisation (NTO) when developing a qualification for the NQF. A network of SSCs exists to lead the skills and productivity drive in industry recognised by employers. They bring together employers, trade unions and professional bodies working with the government to develop the skills that UK business needs. The Sector Skills Development Agency (SSDA) has been established to underpin the SSC network and promote effective working between sectors – www.ssda.org.uk.

ABC has the support of Skills for Health for this particular qualification. They are the SSC responsible for the Counselling National Occupational Standards.

ABC VRQs are signposted for Key Skills or Basic Skills wherever possible. Whilst Key Skills are not a part of ABC VRQs, it is recognised that they are transferable skills that play an important role in developing personal effectiveness in adult and working life. Signposting illustrates which Key Skills may be realistically achieved through completion of this qualification; learners may apply to other Key Skills awarding bodies for certification once they have achieved and been assessed in the relevant units.

ABC VRQs also provide opportunities for developing an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments). Each component of the wider curriculum is signposted as appropriate.

Finally, ABC qualifications are generally available throughout the UK, unless otherwise stated. Please note however that different regulations exist in Scotland. ABC provides all printed materials in English, however materials can be provided in Welsh and/or Irish (Gaeilge) where requested and where appropriate.

Further information, policies, procedures and forms can be obtained from www.abcawards.co.uk.

Centre Recognition and Qualification Approval

The policies and quality systems of a centre must be approved as a guarantee that learners will receive their entitlement to fair and equal treatment and have access to a high standard of tuition, resources and fair assessment opportunities. Centres must complete the appropriate application form when requesting to deliver an ABC qualification.

If a centre is approved to run qualifications by another awarding body within a sector in which an ABC qualification/unit sits it will be given approval to deliver that qualification subject to a check on any specific resources, human or physical that may be a requirement of that qualification and/or its assessment. Additional approval may be required. A fee may be charged for the external moderation or verification of these additional requirements.

The submission of any qualification approval documentation will be checked by a subject specialist by means of a visit to the centre or through postal moderation.

Centres should apply for approval prior to enrolling learners in order to guarantee the appropriate resources are in place to allow learners the maximum chance of success.

Health and Safety

Centres are required to ensure that health and safety regulations are adhered to at all times with regard to the health and well being of all staff and learners. Centres health and safety policies should be sent to ABC, together with details of training available for staff and learners. In the assessment of a centre, the Moderator will give particular attention to health and safety practices/issues.

Staffing

Level 4 Diploma in the Theory and Practice of Counselling

The following staff/student ratios must be adhered to at the start of a course and maintained at that original level throughout a course: 1:12.

This ratio applies to all parts of the course as even theory is generally presented partially through experiential exercises and small group discussions.

It is expected that staff involved with the delivery of the course will be appropriately qualified to assess learners against the standards.

It is recommended strongly that all trainers, group facilitators and supervisors used on a course should be members of a recognised professional Counselling body. All staff involved must abide to and be bound by a current Ethical Framework for Good Practice in Counselling and Psychotherapy.

The ABC approval process requires prospective centres to provide names of the staff involved in delivery and assessment including their qualifications and relevant training/employment experience, plus staff development arrangements. Whilst these details are passed on to the External Moderator appointed by ABC, it is the Centre's responsibility to ensure tutors' qualifications are both bona fide and appropriate to the level of the qualification.

If there is a complete, or substantial, change in the team used to present the Level 4 Diploma in the Theory and Practice of Counselling, the centre will need to submit all relevant CVs to ABC and give written assurance that the new team will teach to the existing approved proposals. ABC must also be notified of all other major changes to an approval.

All staff must receive a copy of the proposal to which they are training.

Counselling trainers should have appropriate support and supervision arrangements including a named training team supervisor who is experienced in dealing with counselling training issues.

All course tutors must have the necessary qualifications, skills, experience and personal attributes to train learners at the appropriate level.

Trainers should have been qualified counsellors, preferably working towards professional accreditation as both a counsellor and a trainer, for at least 12 months and have a minimum of 200 hours counselling practice.

In assessing the suitability of course tutors, centres should adopt, as minimum criteria, the latest version of a recognised Ethical Framework for Good Practice in Counselling and Psychotherapy.

All tutors should:

- Subscribe to a recognised Ethical Framework for Good Practice in Counselling and Psychotherapy.
- Be in one-to-one supervision for their counselling casework.
- Be insured for professional negligence in respect of their counselling, supervision and training.

It is the responsibility of centres to ensure that course tutors satisfy the above requirements and have passed successfully all counselling courses attended.

A team approach is required, with a minimum of two tutors, at least one of who should have previous counselling training experience. The team leader should be indicated in the submission and should have substantial post-qualifying supervised counselling and training experience.

Level 4 Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

The requirements for staff are the same as above, as is the expected staff/student ratio of 1:12. For Unit A2, a higher proportion of individual tutorials will be required as the project in terms of content and presentation will equate to a dissertation.

Evaluation and Review

There should be ongoing evaluation by the staff and learners and this should take place in the following ways:

- Learner self-evaluation
- Regular review of learning outcomes against agreed criteria
- Validation by suitably qualified and experienced internal assessor and internal moderator

Internal Moderation

ABC requires centres to implement a programme of internal moderation to ensure that:

- Learners gain access to fair and reliable assessment opportunities
- Everyone assesses to the same standards
- Assessment decisions of assessors are sampled and monitored to ensure consistency
- Assessors are supported with advice and guidance
- All work carried out is within agreed systems and procedures

Internal Moderators must not, under any circumstances, check their own assessment decisions.

Further guidance on Internal Moderation can be seen on the web site.

External Moderation

ABC will appoint, train and allocate External Moderators to:

- Visit each centre on ABC's behalf, usually once per academic year
- Monitor and sample learners' work to ensure that assessment decisions are fair, reliable, valid and consistent with required standards
- Liaise between centres and ABC to establish standardisation
- Establish goodwill and assist with any problems arising from the delivery of an ABC qualification

Further guidance on External Moderation can be seen on the web site.

Accreditation of Prior Learning (APL)

ABC encourages its centres to recognise the previous achievements of learners through APL. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Once the assessor is satisfied that the evidence is authentic and current, s/he should assess the evidence against the requirements of the ABC unit(s) in the normal manner. Any queries should be referred to the Internal Moderator.

Unit Design

Each unit contains:

Learning Outcomes: defines what the learner needs to do.

Knowledge Requirements: defines what the learner needs to know. The **minimum** requirements are outlined.

Assessment Guidance: explains how the assessment may be carried out, depth of coverage expected, what *should* be included and what *could* be included.

Diversity

ABC will endeavour to ensure that through its policies, procedures and actions all learners entered for assessment are treated fairly and on an equal basis. All centres will be expected to have a clear commitment in support of this objective.

Access to ABC qualifications is open to all learners irrespective of gender, ethnic origin, creed, employment status, nationality, sexual orientation, marital status or special assessment arrangements. Centres must ensure that no learner is subjected to unfair discrimination on any of these grounds in relation to access to assessment and to the fairness of the assessment.

A copy of ABC's full policy can be seen on the web site.

Level 4 Diploma and Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

QCA Accreditation No:	Diploma	100/5138/7
	Advanced Diploma	100/5140/5
Accreditation Start Date:	01/08/2005	
Accreditation End Date:	31/12/2010	
Certification End Date:	31/12/2013	

Introduction

The Counselling qualifications are run under the aegis of ABC and have ENTO support.

The qualification featured in this booklet involves a combination of internal and external assessment and has been accredited onto the National Qualifications Framework, thereby attracting LSC funding.

ABC'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.

It is the intention of ABC to maintain and improve consistently high standards for three main reasons.

- Participants on courses may use the certificates awarded as evidence of two levels of competency when seeking employment and/or working with people who are temporarily in the role of "client". Employers and clients have a right to expect that certificates awarded by ABC reflect the levels of competency.
- Those providing training have a duty to provide not only a course of the appropriate standard but also need to be satisfied that certificates awarded by ABC reflect a consistency and uniformity of quality and standards.
- ABC has to be concerned that their credibility as an awarding body is maintained, improved and respected.

Separate guidelines exist for ABC's Level 2 Certificate in Counselling Concepts and Level 3 Certificate in Counselling Skills.

The following three points are of prime importance for the Diploma in the Theory and Practice of Counselling. Please ensure that they are taken into account in the design, delivery and assessment of the programme.

1. Focus: The Diploma level 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** a Level 3 Certificate in Counselling Skills or the equivalent obtained elsewhere. Therefore although the words used in the Level 4 units may in places be the same as those used in the Certificate Course Units it is

not a repeat of a level 3 course. It is substantially different in emphasis and quality of content and process.

2. Depth: At Diploma level every aspect is covered at more depth using as a firm foundation the knowledge, skills and self development obtained from the Level 3 course. In addition (because for most of the time on the course learners will be in placement as well), there is an interchange of experiences between the placements and the classroom work on a constant basis.
3. By the end of the Diploma Level course, which combines both classroom tuition and more importantly experiential learning with practice under rigorous and qualified case-work supervision, the learner will have become a skilled reflective practitioner, who, whilst evaluating consistently their work, will also use much of the material to which they have been exposed in an habitual way because it will have become integrated as a part of their professional being.

Learners who successfully complete the Diploma, and who demonstrate that they have the motivation, commitment and energy to pursue a demanding programme of work, may wish to complete the Advanced Diploma concentrating on Therapeutic Work.

Aims

Level 4 Diploma in the Theory and Practice of Counselling

The ultimate aim of the scheme is the improved performance of the counsellor. Throughout it is intended that learners be given the opportunity to develop a range of counselling skills and skills in self-awareness and self-assessment. These skills will be more effectively developed through a process which encourages learners to assume an active responsibility for their own learning and which enables them to establish principles and good practice from a shared analysis with fellow learners and staff of experiences on the course and related experiences.

The specific aims of the Level 4 Diploma are:

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

On successful completion of the Level 4 counselling course, learners will:

1. Be able to practice as a competent qualified counselling practitioner eligible to start meeting the requirements for full individual accreditation by a professional regulating body such as BACP/UKCP, etc.
2. Subscribe, as a minimum, to a current Ethical Framework.

3. Provided they fulfil and pass the required assessment criteria, be eligible for the award of an ABC DIPLOMA IN THE THEORY AND PRACTICE OF COUNSELLING.

Level 4 Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

The aims of this course are:

1. To develop further the reflective practitioner.
2. To enhance further the abilities of the learner to evaluate and conceptualise their work so developing further their contributions to the agencies by whom they are employed and to the counselling profession.
3. To extend further their knowledge and skills of other therapeutic methods and to increase their confidence to integrate them into their own practice in a professional and responsible manner, thus further developing their interactions with their clients.
4. To encourage the person to keep abreast of their developments in the counselling profession generally and specifically within their chosen therapeutic model, e.g. person centred, psychodynamic or cognitive behavioural.

Outcomes

Level 4 Diploma in the Theory and Practice of Counselling

By the end of the course, learners should be able to:

1. Use a range of counselling skills consistently, specifically:
 - a) **Initiating** a counselling skills interaction: opening, explanation of the process and limits placed on confidentiality, developing rapport and trust, use of unconditional positive regard, congruence and empathy
 - b) **Functioning** in the interaction with the use of the following skills:
 - i. Attentiveness and rapport building
 - ii. Active listening, including the use of minimal encouragers and the managing of silence
 - iii. Empathic listening
 - iv. Effective questioning
 - v. Paraphrasing and summarising
 - vi. Focusing and challenging
 - vii. Reflecting on the counselling skills process and immediacy
 - viii. Awareness of boundaries including referrals
 - ix. Works at appropriate pace
 - x. Checks understanding with the speaker
 - c) **Concluding** each individual session as appropriate to the model.
 - d) **Ending** a series of sessions: evaluation, referral issues, work with loss and separation concerns.

2. Accept and subscribe to the current Ethical Framework for Good Practice in Counselling and Psychotherapy.
3. Respect other people's views, attitudes, belief structures, and cultures, especially those who are disadvantaged in society by reason of class, race, religion, disability, age, gender, or sexual orientation, whilst accepting the inherent power inequality in the process.
4. Demonstrate a commitment to anti-oppressive practices and non-discriminatory use of counselling skills.
5. Articulate their own philosophical approach to counselling to conceptualise case material and the counselling process and to show a deep understanding of one model of counselling and an understanding of two other models of counselling and the ways of working.
6. Manage their own caseload particularly relating to organisational policies and practices, working within a team setting and/or a multidisciplinary environment, accepting and making referrals, maintaining required client records and evaluate own casework and make use of structured and regular casework supervision.
7. Reflect constructively on themselves, their own life experiences, and their interactions with others and evidence their own personal and professional growth processes.
8. Demonstrate the use of the counselling relationship itself as a vehicle of change.

Level 4 Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

By the end of the course, learners will:

1. Be reflective practitioners who have deepened the ability and skills to assess, conceptualise and evaluate their casework for comparison to chosen theoretical models.
2. Have a deeper understanding of their chosen theoretical model and its application.
3. Have extended their range of therapeutic interventions available to empower their clients.
4. Have the basic skills to undertake research and present reports to acceptable professional standards.

Target Group

This Level 4 Diploma is designed for those seeking to be professionally qualified counsellors.

Entry Requirements

Those wishing to study at Diploma Level must satisfy the following entry requirements:

1. Successful completion of the ABC Level 3 Certificate in Counselling Skills or evidence of having met the equivalent standards, including assessment, elsewhere. A reference confirming successful completion of the course must be obtained.
2. The course tutors must be satisfied as to the learner's suitability to undertake a course requiring:
 - An in-depth study of the philosophies and rationale of counselling.
 - The learner's motivation and commitment to a training programme of 450 plus hours (to include practice) spread over two years if undertaken on part-time basis or one year if a full time course route is offered. It should be pointed out that reading and the preparation of assessment work is additional to this figure.
 - Them to engage in group training work and to receive and work with honest feedback that they may find painful and difficult to accept.

Each centre is required to notify the awarding body of its policies on access and equality of opportunity. Within the parameters of these policies, a centre is expected to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete the qualification.

- **Selectors 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.
- **Selectors 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.

NB 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.

Group interview methods should be incorporated into the selection process to assess the ability of learners to engage in group training methods. ABC would recommend that all potential learners be provided with an individual interview and that whenever feasible a pre-course group/meeting should be used, which should include at least one self-awareness exercise.

Because experiential learning in small group situations is often powerful, 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.

There will be a need over an appropriate period to negotiate/re-negotiate appropriate learning contracts.

Those wishing to follow the Advanced Diploma must

- Have successfully completed all the units which make up the Diploma in Counselling.
- Have the motivation, commitment and energy to pursue a demanding programme of work.

Progression Opportunities

Progression from Level 3 to Level 4 is not necessarily automatic. Learners are advised to check with the centres concerned.

On successful completion of the Diploma and Advanced Diploma, learners 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 lead bodies such as BACP, UKCP etc.

If learners wish to approach a professional regulatory body, they will need to ensure that they meet their requirements.

The Advanced Diploma will require a further 150 hours of guided learning.

Qualification Structure

The **ABC Level 4 Diploma in the Theory and Practice of Counselling** is made up of the following 6 units and a counselling placement (Unit 7).

UNIT	TITLE	GUIDED LEARNING HOURS	WEIGHTING
1	Professional and Organisational Issues in Counselling *(Y/103/1216)	90	21
2	Counselling in a Diverse Society *(D/103/1217)	30	7
3	Counselling Theory *(H/103/1218)	30	7
4	Advanced Counselling Skills *(K/103/1219)	60	14
5	Self Awareness for Counsellors *(D/103/1220)	50	11.7
6	Counselling Specialisms *(H/103/1221)	40	9.3
7	Counselling Placement *(K/103/1222)	100	23
Plus	Individual and Group Tutorial time	30	7
	TOTAL	430	100%

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners".

Centres should bear this in mind when planning qualification delivery.

The course content is designed specifically to train learners as qualified professional counsellors.

Their existing repertoire of counselling skills and interventions (developed in the Certificate in Counselling Skills Course) will be further developed, with emphasis being given to each skill according to the particular theoretical persuasion.

It should be made explicit at the start of the course that successful completion of the course will not automatically qualify any person for acceptance as an accredited member of a professional Counselling body.

The Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work) is made up of the additional 2 units. **NB to gain the Advanced Diploma, learners need to complete both the 6 Unit Diploma with Counselling Placement and the 2 units below.**

Learners who successfully complete the 6 Unit Diploma may wish to add these 2 further units at a later date to achieve the Advanced Diploma.

Unit Number	Title	Guided Learning Hours	Weighting
1	Further Therapeutic Interventions in Counselling *(M/103/1223)	60	40%
2	The Practical Application of Theory in Counselling *(T/103/1224)	90	60%
	TOTAL	150	100%

Qualification Delivery

Centres should adopt a delivery approach that supports both the vocational nature of this qualification and the particular group of learners. Units in the Level 4 Diploma in the Theory and Practice of Counselling contain both practical learning outcomes and more theoretical knowledge requirements, so delivery should ensure appropriate association between theory and practice. The aims, aspirations and experience of the learners should also be considered.

Centres must ensure that adequate arrangements are in place for supporting learners. This could be either through separate tutorial/assessment sessions or through the use of time within structured study sessions.

The Diploma course will consist of:

- A minimum of 330 guided learning hours, to include two residential experiences, or the equivalent.
- 100-hours face to face work with clients on a counselling placement with appropriate supervision – please refer to the ABC web site for further guidance
- Time for personal therapy/counselling. Most centres now insist that some time is needed in personal therapy when on a Diploma Course.

In view of the emotional, mental and physically challenging nature of a Level 4 course, ideally a part-time course should be spread over the equivalent of two academic years.

A participative, experiential approach to training will be more demanding of time and energy of course tutors than a simple didactic approach. A co-operative style in planning, teaching and evaluation will be necessary, since the involvement of learners in small group work will require a high level of communication and understanding between members of the tutorial team. Course content and method can be planned, approaches can be modified, and the talents of the tutorial team can be applied, through a process of regular consultation and evaluation.

Given the nature of the learning involved, learners should have access to counselling provision for themselves, if they so choose.

Trainers should provide an appropriate referral list at the start of each course.

ABC requires that personal counselling should not be provided by a course tutor to a member of a course for whom she/he has an active responsibility, to avoid the inherent difficulties of role conflicts and professional boundaries. Please refer to the current Ethical Framework for Good Practice in Counselling and Psychotherapy.

Within approvals ABC would like to see full details of the learner support offered.

It is recognised that a learner may be asked to leave a course prior to completion. Centres should indicate in their proposals how this matter would be dealt with.

The counselling models upon which a course is based should be stated in all publicity and information.

Publicity materials should state what level of course is offered, the aims of that course, the assessment requirements and what certification is offered.

In accordance with the ethical principles adopted for counsellor training, providing institutions are required to provide all potential learners with the details of the full costs of their training, e.g.

- Fees for Tuition and Certificates
- Cost of Residentials, including any special costs for Special Requirements
- Estimate of Costs for:
 - Books and Other Materials
 - Supervision
 - Personal Counselling
 - Any costs for extending the course beyond the contracted limit.

It is recommended that for all course levels a student handbook be provided which amongst other things should incorporate:

- Statements about the course philosophy, major therapeutic models of the course, and the aims and objectives of the course
- Specification outlines
- Assessment procedures emphasising an 80% attendance requirement and the mandatory attendance requirement on residential events or their equivalent. Please note it should be stated particularly that frequent early leaving or late arrival would result in non-attendance being recorded.

The Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

NB Centres may wish to consider offering these 2 Units as a stand alone qualification for those learners who having successfully completed the 6 Unit Diploma and who wish to add these two units to gain the Advanced Diploma.

Unit 1 of this programme requires providers to suggest two / three workshops for each programme that complement and extend their own preferred main theoretical model. Because providers could offer a diverse range of workshops we would not wish to specify in any detail the contents of the individual workshops offered. Some workshop titles are suggested on the ABC web site. However, providers are expected to submit their proposals based on the following criteria:

1. A workshop would consist of a minimum of 18 hours guided learning to avoid the danger of inadequately trained people using interventions to which they have had only a small exposure.
2. The workshops in content and process would be more experiential with didactic input kept to the absolute minimum.
3. At the end of each workshop students would be expected to submit for assessment an essay based on a structured format (see ABC web site) of their learning from the workshop.

To deliver Unit 2, it is recognised that didactic input will be required for the research elements, but so far as possible this should be restricted to the minimum and specialist staff used whenever possible. It is expected that the main teaching methods used in Unit 2 will be group seminars led by students and facilitated by tutors.

In addition individual tutorials will be a significant feature of this module and we would suggest that an allowance of 5 tutorials of an hour each per person will be required.

Training Methods

These should be compatible with the approach(es) on offer, and be predominantly based on a small group training method with a staff/learner ratio not exceeding 1:12.

1. Learners should be encouraged to take responsibility for their own learning.
2. The learning should be participative and experiential, subject to the free choice of point 1 but without any avoidance by members that would be detrimental to their learning.
3. Time should be set aside for learners to reflect on the learning process.
4. The keeping of a personal record or journal is strongly recommended.
5. Evaluation should be ongoing and participative.
6. Experiential group work should be a course requirement to increase both awareness of the attitudes of self and others, and reflection upon group processes.
7. Learners should be prepared to work on their own material in the client role with peers as counsellors and to reflect on the process.
8. Learners should have formal structured individual supervision of their counselling practice, as a minimum. In addition, this may be combined with some small group supervision. However, all learners on placement must receive supervision – please refer to the ABC web site for further guidance.
9. Learners should have considerable practice in the counsellor role with opportunities for constructive feedback from other course members and course tutors. This work should ideally involve audio-visual review practice used within a specific training framework.
10. Learners should have experience of working in a small, closed, ongoing group with an experienced/trained group facilitator.

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. It is hoped that opportunities provided by the specification will be fully used to introduce related and general/key skills studies.

Residentials

It is recognised that for a variety of valid reasons many centres are finding it increasingly difficult to secure full attendance at residential events. Therefore, ABC is prepared to consider submissions which:

- Provide the equivalent of a residential experience without losing all of the essential ethos of a residential, e.g. two long consecutive days (in different premises from those used normally) with no 'sleep over' requirements.
- Detail alternative experiences that would be acceptable for those individual learners who, for valid reasons, cannot or did not attend a residential or its equivalence.

However, residential experience should be the preferred option where possible.

Resources

In view of the fact that Diploma training and Advanced Diploma training are equipping people for a demanding professional vocational career we would recommend that all providers should have the following additional resources available beside the normal teaching and student facilities:

- Up to date books
- Subscription to counselling journals
- Organisational membership of a professional regulating body e.g. BACP/UKCP
- As much support as possible for students while they are seeking placements in which to work and during their placement periods
- Regular meetings of case work supervisors

Assessment

Assessment for both the Diploma and Advanced Diploma is a combination of internal and external assessment. Further information can be seen on the ABC web site.

A minimum attendance of 80% is required for course completion. Attendance at residential training events or their equivalents will be mandatory and ABC will require evidence of attendance as part of the successful completion of the course, unless documentary evidence can be made available of exceptional circumstances that prevented attendance. This will be subject to any variations notified to ABC in the original submission and agreed to by the validating panel.

Criteria for, and methods of, assessment should be clearly stated and be understood by course members at the beginning of the course.

External assessment

Level 4 Diploma in the Theory and Practice of Counselling

Unit 7 (Counselling Placement) will be externally assessed. Learners are required to complete a portfolio comprising a placement study, log sheet, two case studies and two supervisor's reports. All components will be externally marked according to the criteria on the ABC web site – the overall pass mark is 66% and all components must be achieved.

Level 4 Advanced Diploma in the Theory and Practice of Counselling

Unit 2 (The Practical Application of Theory in Counselling) will be externally assessed. Learners are required to complete a 10,000/12,500 word project. The unit pass mark is 40%.

Internal Assessment

Level 4 Diploma in the Theory and Practice of Counselling

Units 1 – 6 will be internally assessed, each unit having a pass mark of 40%. Please see the ABC web site for Tutor Guidance and for Marking Criteria.

Level 4 Advanced Diploma in the Theory and Practice of Counselling

Unit 1 will be internally assessed. Learners will be expected to produce a 2,000-2,500 word essay after each workshop demonstrating their learning. The unit pass mark is 40%.

Plagiarism

Any scripts found to contain work that has not been cited as clearly belonging to another source will be failed.

External Assessment Re-Sits

Please refer to the ABC web site or the Examination Officers Guide for fees.

In the case of a failed result for the Counselling Diploma, ABC will indicate which criterion has failed. Learners are only required to re-sit the failed criterion.

Centres must enter learners for external assessment re-submissions at least 28 working days before the date of re-submission. Please use the EX1 form and enter the re-submission date as the examination date.

Certification

Diploma in the Theory and Practice of Counselling

Awarding is at Level 4.

Learners must achieve the learning outcomes and knowledge requirements for each unit in order to pass them.

Successful completion of the course and the award of the ABC Level 4 Diploma in the Theory and Practice of Counselling will be based upon:

	Evidence
80% Attendance	Attendance Register
Professional and Organisational Issues in Counselling	Essay: 40% Pass – Internal Assessment
Counselling in a Diverse Society	Essay: 40% Pass – Internal Assessment
Counselling Theory	Essay: 40% Pass - Internal Assessment
Advanced Counselling Skills	Recording and Report: 40% Pass - Internal Assessment
Self Awareness for Counsellors	Statement: 40% Pass - Internal Assessment
Counselling Specialisms	Verbal Presentation and Project Report: 40% pass - Internal Assessment
Counselling Placement	Log Sheet, Placement study, Case Studies, Supervisor's Report: 66% pass – External Assessment

(Compensation between units will not be allowed)

Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

Awarding is at level 4.

Learners must achieve the learning outcomes and knowledge requirements for each unit in order to pass them.

Successful completion of the course and the award of the ABC Level 4 Advanced Diploma in the Theory and Practice of Counselling will be based upon achieving all the requirements listed above plus successfully completing the 2 additional units below. This does not need to be at the same time. Learners who successfully complete the Level 4 Diploma may complete the additional 2 units within 3 years to achieve an Advanced Diploma.

	Evidence
80% Attendance	Attendance Register
Further Therapeutic Interventions in Counselling	Essays 40% Pass – Internal Assessment
The Practical Application of Theory in Counselling	Dissertation 40% Pass – External Assessment

ABC Level 4 Diploma in the Theory and Practice of Counselling

Qualification Content

Please note that centres must use the unit titles, learning outcomes and assessments as laid down in this specification. However content is only suggested (for units 1 – 6) and centres therefore may make some changes to the content and time allocation to units on submission of their proposal. In the case of Unit 3 they should relate it specifically to the main therapeutic model chosen.

Unit 1 Professional Organisational Issues in Counselling

90 Guided Learning Hours

Unit Summary

This unit both experientially and by didactic input will create an understanding of the essential relationship between counsellors, as professionals, and the organisations and other people with which they may work, in terms of co-operation and collaboration and the areas of potential conflict, especially through the existence of different ethical standards and principles. Included, also will be the necessity for managerial supervision and more importantly case work supervision.

Learning Outcomes

Learners will be expected to:

1. Demonstrate knowledge of and competence in the professional and organisational issues that are an integral part of being a counsellor.
2. Define counselling and state clearly her/his philosophical base and approach to counselling.
3. Accept and demonstrate a thorough understanding of a current Ethical Framework for Good Practice in Counselling and Psychotherapy e.g. BACP, UKCP, IPM.
4. Identify specifically the key issues surrounding confidentiality, professional conduct and responsibility, boundaries, client welfare, legal responsibilities, professional negligence and insurance against legal actions by clients.
5. Compare and contrast the differences between the requirements of the main professional bodies or employing organisations.
6. Specify the health and safety issues required to provide a safe and protected environment in which counselling can take place.
7. Demonstrate an awareness of and understanding of the counsellor's role, responsibilities and tasks in one-to-one casework supervision and the importance and need for regular supervision.
8. Own the need for good casework management, including risk assessment, referral procedures and methods (including writing factual and objective letters) and the keeping of the written and computerised case records.

9. Evaluate their own casework and practice and conceptualise case content, process and the relationship between self and client.
10. Work within organisational policies and requirements as a professional counsellor abiding by a code of ethics and practice, provided by a professional association, and thus emanating from outside the agency.
11. Work with other professionals, within a multi-disciplinary environment and within a team setting.

Knowledge Requirements:

Learners should understand:

- Define 'Counselling' and its philosophical bases.
- Compare and contrast the differences between the requirements of a recognised professional Counselling body and those of other professional bodies, e.g. nurses, doctors and social workers, and employing organisations.
- Specifically identify the key issues surrounding confidentiality, professional conduct and responsibility, boundaries, client welfare, legal responsibilities, professional negligence and insurance against legal actions by clients.
- The counsellor's and supervisor's roles, responsibilities, and tasks in one-to-one casework supervision.
- Group supervision.
- Organisational policies and requirements and their impact on the work of a professional counsellor abiding by an Ethical Framework for Good Practice, provided by a professional association, and therefore emanating from outside the organisation.
- Health and Safety issues and requirement for the protection of clients and counsellors.
- Collaboration and co-operation with other professionals, working within multi-disciplinary environments and within a team setting.
- Casework management methods, including referral procedures and the keeping of case records, including the legal rights of clients to access records. Writing letters and reports for solicitors, etc. particularly those that may be used in legal proceedings.
- Evaluating own casework and practice and conceptualising case content, the process and the relationship between counsellor and client.

Assessment Guidance:

Internal assessment

A 2,500 word (+/- 10%) essay, best completed towards the end of the course so that learners can utilise their practical experiences on placements as well as the learning within the class situation and from other sources. The primary purpose being for the learner to demonstrate that they understand the need to work professionally and responsibly as a counsellor and within the Ethical Framework for Good Practice in Counselling and Psychotherapy.

Further assessment criteria are detailed on the ABC web site.

Unit 2 Counselling in a Diverse Society

30 Guided Learning Hours

Unit Summary

This unit will concentrate on the importance of recognising that the person in the client role and also the counsellor bring into their therapeutic relationship their unique backgrounds and understanding of what it means to live in a multicultural society in which there exists a vast diversity of experience.

Learning Outcomes

Learners will be expected to:

1. Demonstrate an understanding of the cultural divisions within society and how they affect the one-to-one counselling interaction.
2. Acknowledge the inherent power issues within the counselling process; especially the vulnerability of clients and the steps needed to ensure that both the client and the counsellor feel secure and can work safely in the process.
3. Demonstrate knowledge, understanding and recognition of the issues that affect counselling within a multicultural society and also be able to work with differences stemming from class, race, religion, gender, disability, age and/or sexual orientation as they impact in one-to-one interactions. In particular:
 - i. Identify stereotypes and the harm they do to us all.
 - ii. Identify how language and prejudice are linked.
 - iii. Demonstrate knowledge of several belief systems and how misunderstanding and misrepresentation affects our perceptions of them.
 - iv. Explore and understand different family patterns e.g. traditional, nuclear, one parent, same sex parent, foster and adoptive families, families with particular needs, separated families, transient families, and socially mobile families.
 - v. Identify internal and external factors that may affect family life, e.g. illness, death, unemployment, relationship factors, deprived environment, and institutionalised prejudices.

Knowledge Requirements:

Learners should understand:

- The power issues within the counselling process and relationship, especially the vulnerability of clients. Methods to ensure that both the client and counsellor feels secure and can work safely in the therapeutic relationship and environment where counselling takes place.
- The issues that affect counselling within a multicultural society stemming from class, race, religion, gender, disability, age and/or sexual orientation differences as they may impact in one-to-one interactions. In particular, assumptions made from stereotypes, language and prejudice, misunderstanding and misrepresentation and perceptions of different belief systems.
- Explore and understand different family patterns, e.g. traditional, nuclear and extended, one parent, same sex parent, foster and adoptive families, families with particular needs, separated families, transient families, and socially mobile families.
- Internal and external factors that affect family life, e.g. illness, death, unemployment, relationship factors, deprived environment, and institutionalised prejudices.

NB Anti-discriminatory Principles and Practice should permeate the whole programme. It should not be considered complete because this module had been presented and assessed.

Assessment Guidance:

Internal assessment

Essay of 2,500 words (+/- 10%) where learners should demonstrate that they have a sound grasp of the principles of power in relationships and how family beliefs and systems influence all people in a counselling relationship.

Assessment will be against criteria found on the ABC web site.

Unit 3 Counselling Theory

30 Guided Learning Hours

Unit Summary

The trainee counsellor will be exposed to one major therapeutic model to influence, inform and empower their practice as a counsellor. By the end of the whole programme of work, it is expected that learners will be reflective practitioners whose work is constantly informed by concepts and theory.

NB Eclecticism and Integration will be accepted as core models.

Learning Outcomes

Learners will be expected to:

1. Demonstrate knowledge and understanding of the major theoretical model that underpins the counsellor's way of working with people.
2. Show understanding and knowledge of the historical development, philosophy and principles of the chosen major therapeutic model which provides the conceptual underpinning for their practice.
3. Critically appraise its validity, relevance and effectiveness.
4. Demonstrate an understanding of no more than two other counselling theories to compare and contrast with the main model.

Knowledge Requirements:

Learners should understand:

- The theory content shown below will be delivered from the therapeutic perspective of the providing centre (e.g. Person Centred, Psychodynamic or Cognitive-Behavioural, Integrative).
- The historical development and current trends, philosophy, principles and practices, and criticisms of the major therapeutic model used by the centre.
- Childhood development issues, adult life transitions and the concept of "self" as they may affect the working relationship between client and worker.
- Knowledge of two other therapeutic approaches to compare and contrast with the main model.
- The dangers of using methods and techniques from other therapeutic schools without adequate training.
- Brief therapy versus long-term therapy.

Assessment Guidance:

Internal assessment

An essay of 3,000 words (+/- 10%) to demonstrate an understanding of the main model presented on the course including limitations suggested by critics and how this main model differs from other models presented on the course. The essay should include the practical application of the model in a counselling environment.

Unit 4 Advanced Counselling Skills

60 Guided Learning Hours

Unit Summary

Learners will demonstrate a range of skills illustrating their development as practitioners. In addition, they will understand 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

Learners will be expected to:

1. Competently and effectively use a wide range of counselling skills:
 - i. Attentiveness and rapport building
 - ii. Active listening, including the managing of silence
 - iii. Empathic listening
 - iv. Effective questioning
 - v. Paraphrasing and summarising
 - vi. Focusing and challenging
 - vii. Reflecting on the counselling skills process and immediacy
 - viii. Awareness of boundaries, including referrals
 - ix. Works at an appropriate pace
 - x. Checks their understanding with client

NB Depending on the theoretical orientation underpinning the counselling skills the emphasis on the skills will change but, nonetheless, we would want each learner to have a sound and competent ability to use each of the above skills.

2. Initiate and manage the first and subsequent counselling sessions by developing rapport and trust, specifying what is on offer, the limitations to any service provided and time boundaries, attending to health and safety issues, specifying the professional code of conduct being followed, making an assessment, including self-harm risks, and agreeing a working agreement with the client.
3. Conclude appropriately and sensitively, within defined time boundaries, an individual session including summarisation of themes, tasks/work between sessions and future work (if applicable), hearing and paying particular heed to “door knob” comments.
4. End appropriately and sensitively a series of sessions including identifying the signs of an ending, as, for example, increased and sustained client autonomy and responsibility, the client having realistic perceptions of the worker and the counselling process, the clients increased acknowledgement of their external world, and the absence of dependency on the worker or the skills process. Evaluate the work done, making (if necessary) an appropriate referral and any work needed with loss and separation anxieties.

Knowledge Requirements:

Learners should understand:

- This is an opportunity to further develop and refine the skills and counselling interventions learned in the ABC Certificate in Counselling Skills and to practise them in a safe environment, i.e. the classroom.
- Emphasis will be placed on the opening and closing processes.
- These skills will be used in the placement component of the course.
- Opening the first counselling session:
 - Ø Greeting the client, developing rapport and trust
 - Ø Specifying what is on offer, the limitations to the service provided and time boundaries
 - Ø Specifying the professional code of conduct being followed, making specific reference to confidentiality limits, boundary issues and complaints procedures
 - Ø Ensuring that the environment is safe for both client and counsellor
 - Ø Assessment including self harm factors
 - Ø Agreeing a working agreement with the client
- Opening second and subsequent sessions: agreeing an agenda, dealing with any 'doorknob' comments from last session and issues arising from tasks/work done between sessions, i.e. 'what has changed?'
- Developing the use of the following counselling skills:
 - Ø Attentiveness and rapport building
 - Ø Active listening, including the managing of silence
 - Ø Empathic listening
 - Ø Reflecting content and feelings
 - Ø Paraphrasing and summarising
 - Ø Focusing and challenging
 - Ø Reflecting on the counselling process and immediacy
 - Ø Empowering change
 - Ø Making appropriate referrals
 - Ø Works at client's pace, i.e. appropriate timings
 - Ø Checks their understanding with client
- Ending a counselling session appropriately and sensitively for a client:
 - Ø Within agreed and defined time boundaries
 - Ø Summarisation of themes, task/work outside counselling, and future work (if applicable)
 - Ø Hearing and paying particular attention to 'door knob' comments
 - Ø Re-negotiating and renewing working agreements
 - Ø Fixing next appointment
 - Ø and any work needed with loss and separation anxieties.

- Ending appropriately and sensitively a series of sessions:
 - Ø Identifying the signs of an ending, as for example increased and sustained client autonomy and responsibility; the client having realistic perceptions of the worker and the counselling process; the clients increased acknowledgement of their external world; and the absence of dependency on the worker or the counselling skills process
 - Ø Ways of saying goodbye and managing client regression
 - Ø Evaluating the work done, making (if necessary) an appropriate referral.

Assessment Guidance:

Internal assessment

A recording of a minimum of 30 minutes and a written report of 2,500 words (+/- 10%). The overall assessment of the recording in conjunction with the written report, practice evidence and other available material is to determine each learner's competence to practice effectively and professionally as a counsellor.

Assessment will be against criteria found on the ABC web site.

Unit 5 Self Awareness for Counsellors

50 Guided Learning Hours

Unit Summary

This unit will lead to an increased self-awareness and a deeper understanding of groups and their dynamics and processes by building on work done in previous programmes. In particular, emphasis will be given to the fact that counsellors are not value and belief free and will need to accept their limitations and positives which they bring to the counselling therapeutic relationship, with also an acceptance that they can have power and control invested in them by clients at a time of vulnerability.

Learning Outcomes

Learners will be expected to:

1. Evidence and own their personal growth and increased self-awareness.
2. Demonstrate the impact of the dynamics and processes of the learning group on their continued learning about self and about self in interaction with others.
3. Identify the increased self-awareness and insight into self obtained from the use of structured exercises or from learning sessions with or without an agenda and/or tasks.
4. Measure own growth in self-awareness throughout the course.
5. Evaluate where they are at the end of the course and produce their own counselling philosophy and plans for their own future development.

Knowledge Requirements:

Learners should understand:

- Increased self-awareness and insight into self
- How their own counselling philosophy develops and changes
- The creation of Personal Development plans including an evaluative and realistic coverage of self as an evolving practitioner
- Group tasks-maintenance, dynamics and processes

Assessment Guidance:

Internal assessment

An analytical statement of 2,500 words (+/- 10%) to be completed at the end of the course of the learner's journey for increasing self awareness throughout the course.

Detailed assessment criteria will be found on the ABC web site.

Unit 6 Counselling Specialisms

40 Guided Learning Hours

Unit Summary

The primary aim of this unit is to enable learners to gain experience of working as a member of a team on a specific project relating to counselling and how to present their work verbally as a team. Also as an essential part of the unit they will acquire project report writing skills.

Learning Outcomes

Learners will be expected to:

1. Work as a member of project team to explore a particular task.
2. Appreciate data collection, data analysis and assembly techniques.
3. Make a verbal presentation of their findings to a larger group.
4. Prepare a project report.

Knowledge Requirements:

Learners should understand:

- Project team working, including the selection of a specific theme; examples could be:

Bereavement Counselling	Eating disorders
Counselling young people	Depression
Telephone Counselling	Substance abuse
Brief Intervention Counselling	Post Traumatic stress
Working in GP surgeries	Anxiety and panic attacks
Role conflicts/boundaries	Sexual abuse.
Assertiveness training	

However free choice of topic within the counselling/therapeutic field will be allowed.

- Data collection from information and literature within the public domain and from other sources (to incorporate the use of simple research methods and use of Information Technology, e.g. Internet).
- Data analysis and assembly.
- Verbal presentation methods and techniques.
- Project report-writing techniques.

Assessment Guidance:

Internal assessment

A 60 minute verbal presentation and a 2,500 word project report (+/- 10%).

Unit 7 Counselling Placement

130 Guided Learning Hours

Unit Summary

In this unit, learners need to be involved in a minimum of 100 hours face to face counselling contact with clients, of which three clients should be seen for not less than 6 sessions. They also need to be supervised for the above cases.

If learners wish to count their hours for accreditation with any professional regulatory body, they must ensure that they are meeting the minimum requirements for supervision.

Learning Outcomes

Learners will be expected to:

1. Show that they are competent to practice as a counsellor who will act in a professional and ethical manner.
2. Evidence the use made of supervision.
3. Reflect constructively on their counselling practice.
4. Relate practice to theory.
5. Evidence having worked appropriately with clients within a suitable setting.

Knowledge Requirements:

Learners should understand:

- The nature of an agency in which they have worked and legislation that governs counselling work within agencies
- The need for contractual relationships with employers, supervisors and clients
- The necessity to maintain accurate records of their work
- The necessity for and value of case work supervision
- The need to be a reflective practitioner who can demonstrate to necessary people that they are reflective practitioners who understand that counselling is a managed activity.

Assessment Guidance:

External assessment

A Portfolio of variable length to include information about the organisation where the placement was carried out, legislation pertinent to it, a log of work done and 2 practical case studies and a commentary on the learning experience. 2 supervisors' reports should also be included.

More information regarding assessment criteria can be found on the ABC web site.

ABC Level 4 Advanced Diploma in the Theory and Practice of Counselling (Therapeutic Work)

Qualification Content

To gain this qualification, the following units need to be completed in addition to all of the 7 units in the Diploma detailed above:

Unit 1 Further Therapeutic Interventions in Counselling

60 Guided Learning Hours

Unit Summary

This unit will extend the knowledge and skills base of the practitioner by allowing them in two/three workshops to extend their expertise of other therapeutic interventions

Learning Outcomes

Learners will be expected to:

1. Extend the range of interventions that they can use sensitively and appropriately with clients.
2. Develop further their confidence in strategies that they can use to empower clients.
3. Recognise the dangers of using interventions without adequate and effective training and consideration of the best interests of the client.

NB There will be specific learning outcomes attached to each workshop depending on the content and process of the particular workshop.

Knowledge Requirements:

There will be specific knowledge requirements attached to each workshop depending on the content and process of the particular workshop. These, together with the specific learning outcomes, will be specified in advance by the centre when they seek approval to run this programme.

Learners should understand:

- The theories and rationale behind the content to which they are exposed
- An increased range of interventions which they can use to empower clients
- How to reflect professionally and responsibly on their own learning and performance within the workshops taking into account feedback which they will receive from their peer group, facilitators and tutors
- More about the group processes and dynamics

Assessment Guidance:

Internal assessment

An essay of 2,000-2,500 words on the contents and processes of each workshop.

Unit 2 The Practical Application of Theory In Counselling

90 Guided Learning Hours

Unit Summary

The aim of this unit is to enable the learner to undertake an in-depth study of a specific topic relating to the main theoretical model that they have chosen to study.

Learning Outcomes

Learners will be expected to:

1. To enable the student to undertake research within specifically the field of counselling but also to appreciate the general approaches to research.
2. To empower the student to produce and present professional reports.
3. To increase further the students ability to evaluate and use critically literature, particularly that based on research.
4. To increase further their abilities to work in groups and to engage in constructive and critical debate with their peer groups and others.

Knowledge Requirements:

Learners should understand, specifically within the counselling context:

- Project Management - Terms of Reference or Creating a Working Hypothesis
Literature Searching - Focus, Purpose and Methods
Useful Statistical Methods and Data Collection
Methods of Analysis
Report Preparation
- Current Theoretical Developments, including developments in the EEC and other parts of the world. – sources, relevance and use in seminars.
- The Application of the Main Theoretical model in Areas of Counselling, e.g. working with children, relationships, and bereavement.

Assessment Guidance:

External assessment

A 10,000/12,500 word project (+/- 10%). Further Guidance can be found on the ABC web site.

Appendices

1. National Occupational Standards Mapping

For information purposes, this mapping shows the links to the national standards. Learners completing this qualification may be able to use some of their evidence for APL against the associated NVQ; however this would be at the discretion of the NVQ Awarding Body.

2. Key Skills Signposting

For information purposes, this signposting shows the links to the Key Skills. Learners completing this qualification may be able to use some of their evidence for APL against the associated Key Skill; however this would be at the discretion of the Key Skill Awarding Body.

3 Wider Curriculum Signposting

For information purposes, this signposting shows how the ABC Level 3 Certificate in Counselling Skills provides opportunities for the learner to develop an understanding of the wider curriculum (spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations).

4. Glossary and Acronyms

An explanation of some of the terms, phrases and abbreviations commonly used throughout ABC documentation.

Appendix 1 National Occupational Standards Mapping

The ABC Level 4 Diploma and Advanced Diploma in the Theory and Practice of Counselling are mapped to the following national standards:

ENTO Level 4 Counselling Standards (current January 2005)

Level 4 Diploma in the Theory and Practice of Counselling

ABC UNIT		National Occupational Standards
1	Professional and Organisational Issues in Counselling	41.1, 42.1, 42.2, 42.3, 42.4 43.1, 43.2, 44.1, 44.2, 46.1,46.2, 2.1, 7.1, 15.1, 15.2, 15.3, 17.1, 17.2, 18.1, 18.2, 18.3, 20.3, 21.1, 21.2, 21.3, 22.1, 22.2.
2	Counselling in a Diverse Society	42.1, 42.2, 42.3, 42.4, 43.1, 43.2, 2.1, 2.2, 8.1
3	Counselling Theory	41.1, 41.2, 42.2, 42.4, 43.1, 44.1, 45.1
4	Advanced Counselling Skills	42.1, 42.2, 42.3, 42.4, 43.1, 43.2, 44.1, 44.2, 45.1, 45.2
5	Self Awareness for Counsellors	41.2, 42.4, 43.1, 20.1, 20.2, 20.3, 21.1, 21.2, 22.1, 22.2.
6	Counselling Specialisms	15.1, 15.2, 15.3, 17.1, 17.2, 21.1, 21.2, 21.3, 22.1, 22.2
7	Counselling Placement	41.1, 41.2, 42.1, 42.2, 42.3, 42.4, 43.1, 43.2, 44.1, 44.2, 45.1, 45.2, 46.1, 46.2, 18.1, 18.2, 18.3, 17.1,17.2, 20.1, 20.2, 20.3, 21.1, 21.2, 21.3

Level 4 Advanced Diploma in the Theory and Practice of Counselling

ABC UNIT		National Occupational Standards
1	Further Therapeutic Interventions in Counselling	41.1, 41.2, 42.1, 42.2, 42.3, 42.4, 43.1, 43.2, 44.1, 44.2, 45.1, 45.2, 46.1, 46.2, 20.3, 21.1, 21.2, 22.1, 22.2
2	The Practical Application of Theory in Counselling	41.1, 41.2, 15.1, 15.2, 15.3, 17.1, 17.2, 21.1, 21.2, 22.1, 22.2

Appendix 2 Key Skills Signposting

The ABC Level 4 Diploma in the Theory and Practice of Counselling is mapped to the following Key Skills:

Level 4 Communication

Level 3 Information Technology

Level 3 Working with Others

Level 3 Improving own Learning and Performance

Level 3 Problem Solving

Note no signposting has done for Application of Number

Communication Level 4		
Key Skill	ABC Unit	Signposting
C4.1 Develop a strategy for using communication skills over an extended period of time	All units except Unit 4 of the Diploma	Evidence could be derived when planning assessment work for the units
C4.2 Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least: <ul style="list-style-type: none"> • One group discussion about a complex subject One document of 1,000 words or more about a complex subject	All units except Unit 4 of the Diploma	Evidence could be derived when producing assessment work for the units
C4.3 Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.	Units 1,2,3 and 6 of the Diploma only	Evidence could be derived from learners making a presentation on a topic related to the unit or for their assessed work.

Information Technology Level 3		
Key Skill	ABC Unit	Signposting
IT 3.1 Search for information, using different sources, and multiple search criteria in at least one case	All units	Evidence could be derived when planning assessment work for units
IT 3.2 Enter and develop the information and derive new information	All units	Evidence could be derived from the assessment work for units
IT 3.3 Present information	All units	Evidence could be derived from the assessment work for units

Working with Others Level 3		
Key Skill	ABC Unit	Signposting
WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements	All units	Evidence could be generated by planning group projects
WO3.2 Seek to establish and maintain cooperative working relationships over an extended period of time, agreeing changes to achieve agreed objectives	All units	Evidence could be generated by carrying out the projects agreed in 3.1
WO3.3 Review work with others and agree ways of improving collaborative work in the future	All units	Evidence could be generated by evaluating the group performance and suggesting areas for improvement

Improving Own Learning and Performance Level 3		
Key Skill	ABC Unit	Signposting
LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people	All units	Evidence could be generated by agreeing targets for the unit
LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets. Improve your performance by: <ul style="list-style-type: none"> • Studying a complex subject • Learning through a complex practical activity Further study or practical activity that involves independent learning	All units	Evidence could be generated by carrying out learning and assessment activities as agreed in LP3.1
LP3.3 Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands	All units	Evidence could be generated by reviewing progress with a tutor

Problem Solving Level 3		
Key Skill	ABC Unit	Signposting
PS3.1 Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward	All units	Evidence could be generated by identifying any problems that occur and exploring possible solutions
PS3.2 Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary	All units	Evidence could be derived from attempting to resolve the problem identified in PS3.1.
PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving	All units	Evidence could be generated from an evaluation of actions to resolve the problem identified in PS3.1

Appendix 3 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state *'of the human spirit or soul, not physical or worldly'* and *'of the Church or religion'*. This qualification does contribute to an understanding of spiritual issues through emphasis being given to the holistic person.

The word 'Moral' can be defined as *'of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct'*. In the delivery of the qualification a tutor must undertake to instil in a learner the difference between good and bad practice, most significantly in those practices relating directly to their chosen profession and area of employment. So in the context of the latter definition, an understanding of moral issues may be gained from this qualification.

A definition of 'Ethical' is given as *'morally correct, honourable'*, and will be of paramount importance in the delivery of this programme which has, as a corner-stone ethical practice within the counselling profession. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt during this programme of study should stand them in good stead.

A definition of 'Social' is *'of the mutual relations of people or classes living in an organised community'*. There will be a developing understanding of social issues gained from working together as a team during delivery of the qualification.

'Cultural' can be defined as 'the customs and civilisation of a particular people or group'. Cultural awareness permeates this qualification.

Health and Safety issues run throughout the entire award and its importance should be emphasised at every opportunity.

Environmental awareness does not feature in this programme.

Appendix 4 Glossary and Acronyms

ABC

ABC Awards.

Accreditation

The process through which the regulatory authorities (QCA) confirm that a qualification and the associated specification conform to the regulatory criteria.

Accreditation of Prior Learning (APL)

The process of recognising a learner's previous achievements or learning.

Assessment

The process of making judgements about the extent to which a learner's work meets the assessment criteria (requirements that must be met in order to achieve success, or a given grade) for a qualification or unit, or part of a unit.

Awarding Body

An organisation or consortium that awards qualifications.

Basic Skills

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics at a level necessary to function and progress at work and in society in general.

Centre

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

Centre Recognition

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

External Assessment

A form of independent assessment where assessment tasks are set, and learners' work assessed, by the awarding body.

External Moderator

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

Independent Assessment

Assessment of learners' work that is carried out by assessors who do not have a vested interest in the outcome.

Internal Assessment

Assessment where assessment tasks are set, and learners' work assessed, wholly within the learner's centre, subject where appropriate to external moderation.

Internal Moderator

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

Key Skills

General skills that apply across occupational and academic fields and assist in improving learning and performance.

Knowledge Requirements

The part of the ABC qualification that the learner needs to know.

Learning and Skills Council (LSC)

The body responsible for funding and planning education and training for over 16-year-olds in England.

Learning Outcomes

The part of the ABC qualification that the learner needs to do.

Level

The level at which a qualification is positioned in the National Qualifications Framework.

Moderation

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

National Occupational Standards (NOS)

Statements which describe the outcomes of competent work in an occupational field.

National Qualifications Framework (NQF)

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

National Vocational Qualification (NVQ)

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

Qualifications and Curriculum Authority (QCA)

Government-designed statutory organisation required to establish national standards for qualifications in England and secure consistent compliance with them (the regulatory authorities in Wales and Northern Ireland are ACCAC and CCEA respectively).

Sector Skills Council (SSC)

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

Qualification Approval

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

Unit

The smallest part of a qualification that is (generally) capable of certification in its own right.

Vocationally Related Qualification (VRQ)

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.