Level 3 Certificate and Diploma in

Counselling Skills

Specification

ASCENTIS' MISSION STATEMENT

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

LEVEL 3 CERTIFICATE & DIPLOMA IN COUNSELLING SKILLS

Introduction

These qualifications are both at Level 3 and are appropriate for individuals who are interested in developing counselling skills. Both the Certificate and Diploma are intended to develop the knowledge, understanding and skills required within a counselling role and to engage in a helping relationship. Some common themes have been identified that occur across the qualifications; these include: communication, self reflection, theories and diversity. These qualifications provide a useful progression route into further study or work; it is not a license to practice.

These qualifications have been endorsed by the Sector Skills Council, Skills for Health.

Aims

The aims of the qualifications are to enable learners to have an opportunity to

1   Appreciate the implications of applying counselling skills in a diverse society

2   Gain an understanding of the context within which counselling skills and referral processes can be used whilst maintaining ethical standards

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

4   Understand and evaluate key elements of the main theoretical approaches to counselling

5   Reflect on their personal development and the way in which they interact with others

Target Group

These qualifications are aimed at a range of learners who are interested in developing counselling skills. This may be part of a wider job role or the learner may be wanting to progress to becoming a counselling practitioner.

Ofqual Qualification Accreditation Number: Level 3 Certificate in Counselling Skills: 600/1849/5
Level 3 Diploma in Counselling Skills: 600/1809/4

Rationale for the Rules of Combination

Candidates must achieve all mandatory units.

Rules of Combination

Level 3 Certificate in Counselling Skills				
				Minimum credits: 22
Mandatory Units				Credit Mandatory Units: 22
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Developing Counselling Skills	3	12	80	T/502/8235
Theoretical Approaches in the Use of Counselling Skills	3	10	70	L/502/8239

Level 3 Diploma in Counselling Skills				
				Minimum credits: 40
Mandatory Units				Credit Mandatory units: 40
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Developing Counselling Skills	3	12	80	T/502/8235
Theoretical Approaches in the Use of Counselling Skills	3	10	70	L/502/8239
Counselling Skills and Diversity	3	6	40	L/502/8225
Working Ethically with Counselling Skills	3	6	40	K/502/8233
Counselling Skills and Personal Development	3	6	40	L/502/8242
Credits Accumulation and Transfer Within these qualifications there are opportunities for credit accumulation and transfer. Credit accumulation of any unit within the qualification can be accepted within the lifetime of the qualification.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is   Level 3 Certificate: 150
Level 3 Diploma: 270

Recommended Prior Knowledge, Attainment and/or Experience

No particular qualifications, knowledge, understanding or skills are required other than candidates being able to cope with the demands of the course.

Age Range of Qualification

These qualifications are aimed at a range of learners, including:

- Learners who are 16 – 18
- Learners who are 19+

Opportunities for Progression

Learners may progress onto Level 4 and 5 Diplomas in Counselling practice, as well as a wider job role.

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal). Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk/rhombus.

Status in England, Wales and Northern Ireland

These qualification are available in England, Wales and Northern Ireland. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information / Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition[1].* Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the certificate / diploma, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Witness testimony
- Questions and discussions
- Worksheets
- Assignments
- Case studies
- Tape recordings
- Self assessments
- Workbook activities

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Key Information section of the Ascentis website
www.ascentis.co.uk

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the accredited provision

- The levels of resources to support the delivery of the qualification, including both physical resources and staffing

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements

- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification

- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details qualityassurance@ascentis.co.uk.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be occupationally knowledgeable and competent within areas of Counselling Skills in which they are making assessment decisions / delivering the qualification.

Assessors must be qualified to make assessment decisions. Relevant qualifications include

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualifications should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or working towards such a qualification.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training is available from Ascentis for anyone new to this role.

UNIT SPECIFICATIONS

Developing Counselling Skills

Credit Value of Unit: 12   **GLH of Unit: 80**   **Level of Unit: 3**

Introduction

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

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

Indicative Content

Understand how to establish a relationship using counselling skills

The difference between the counselling relationship and other relationships; codes of practice; setting boundaries; contracts; communication; creating a safe and secure relationship / environment; creating an empathic relationship, confidentiality.

Be able to establish a relationship using counselling skills

Using skills in practice; listening skills; genuineness and empathy; paraphrasing and summarising skills; open questioning skills; encouraging client.

Understand how to develop a relationship using counselling skills

Understanding the client; overcoming personal feelings; challenging client; supporting client to become more self aware and identify own solutions.

Be able to develop a relationship using counselling skills

Using skills; listening; understanding; being able to challenge; self awareness; structuring sessions; problem solving and decision making skills.

Understand how to conclude an interaction using counselling skills

Problem solving; decision making; planning; concluding; referral; identifying sources of help.

Be able to conclude an interaction using counselling skills

Being unbiased; giving information; supporting clients to choose a way forward; referral planning; identifying benefits (how interaction has influenced client); acknowledging end of relationship; evaluation (for client, for own development).

Understand development of own counselling skills

Importance of self-reflection – highlights own thoughts, feelings, attitudes, concerns and allows examination of these; keeping reflective diaries / notes; benefits to personal development increased self-awareness, increased knowledge, improve counselling skills, become more accepting and empathetic etc.; benefits for use of counselling skills – better able to empathise and support client; better able to put aside own feelings; more knowledgeable to help clients etc.; using feedback from others (for better self understanding, how you appear to others); giving feedback(help others become more self aware, practise giving feedback which will be useful in counselling); purpose and use of supervision; strengths and weaknesses (identifying key issues / benefits); evaluating own skills; identifying improvements to outcomes and areas for development; improving skills and knowledge.

UNIT SPECIFICATIONS

Theoretical Approaches in the use of Counselling Skills

Credit Value of Unit: 10   **GLH of Unit: 70**   **Level of Unit: 3**

Introduction

This unit will provide learners with the opportunity to understand and evaluate key elements of the main theoretical approaches to counselling.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1 Understand core concepts of the main theoretical approaches to counselling	1.1 Explain key characteristics and concepts of ▪ Humanistic theory ▪ Psychodynamic theory ▪ Cognitive-behavioural theory
	1.2 Summarise the key strengths and limitations of the three main approaches to counselling
2 Understand what is meant by the integrative model	2.1 Explain the concept of the integrative model
	2.2 Assess the advantages and disadvantages of the integrative model
3 Understand the importance of counselling theory	3.1 Explain the role in theory in relation to helping relationship
4 Be able to apply core theories in the use of counselling skills	4.1 Demonstrate how to apply core theories when using counselling skills
	4.2 Assess the impact of applying core theory to interactions
5 Be able to self reflect using theoretical approaches	5.1 Reflect on ways in which the study of counselling theory has developed their understanding of self
	5.2 Explain how this informs own approaches to counselling

Indicative Content
Understand core concepts of the main theoretical approaches to counselling Humanistic theory – Carl Rogers; Core conditions (unconditional positive regard, empathy, congruence); six conditions required for personality change (psychological contact, client vulnerability, therapist genuineness, therapist unconditional positive regard, therapist empathy, client perception); the healing relationship; client desire to change / acceptance of current situation. Psychodynamic theory – Freud, Klein, Jung etc.; psychoanalysis (unconscious, pre-conscious, conscious, repression, resistance, free association, transference, splitting, dream interpretation);   personality theory (id, ego and super-ego); tension and conflict; anxiety; psychosexual stages (oral, anal, phallic, latency, genital, Oedipus complex). Cognitive-behavioural theory – Beck and Ellis; thinking errors (faulty information processing, unhelpful thinking styles); negative automatic thoughts; arbitrary inference (jumping to conclusions); selective abstraction (negativity about things); overgeneralisations; magnification and minimisation (focusing on the negative and underplaying positive); personalisation (bearing all responsibility by themselves); all or nothing thinking (seeing everything as black or white). Key strengths and limitations of each of these.

Indicative Content

Understand what is meant by the integrative model

Integrative model – pick and mix approach borrowing useful concepts from different counselling approaches to support clients effectively; based on idea that a single approach may not work for every client in every situation; advantages (e.g. fit for client); disadvantages (e.g. coherency of approach).

Understand the importance of counselling theory

Importance of theory underpinning skills and practice; explanatory value of different theories (explaining why different techniques work; understanding the processes); how theories are developed (research, analysis etc.); theory as a foundation to counselling and for counsellor to develop own practice and techniques; a framework in which to operate; a basis for professional practice.

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

Identifying one approach used (or integrative); identifying impacts of applying theories on relationship, on client, on outcomes of self.

Be able to self reflect using theoretical approaches

Self awareness; importance of self awareness; recognising own values, beliefs etc.; working with difference and diversity; how this self awareness informs approaches to counselling.

UNIT SPECIFICATIONS

Counselling Skills and Diversity

Credit Value of Unit: 6   **GLH of Unit: 40**   **Level of Unit: 3**

Introduction

This unit will provide learners with the opportunity to appreciate the implications of applying counselling skills in a diverse society.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand the meaning of discrimination	1.1 Explain ways in which people experience discrimination
	1.2 Evaluate own experiences or observations of possible discrimination
2 Understand the issues of diversity	2.1 Assess how diversity impacts on the counselling relationship
	2.2 Analyse examples from own experience where they have encountered issues of difference / diversity
	2.3 Evaluate how awareness of diversity has impacted on own development and application of counselling skills
3 Understand power issues within the counselling process	3.1 Explain the role differences between counsellor and client
	3.2 Explain the inherent power differences and perceptions of power based on these role differences
	3.3 Explain legal aspects of anti-discriminatory practice

Indicative Content
Understand the meaning of discrimination Definition of discrimination: (To treat one particular group of people less favourably than others because of their race, colour, nationality, age, gender, religion, disability, sexuality etc.); direct and indirect discrimination; different experiences of discrimination (access to products and services, different treatment, aggression etc.); organisational discrimination (i.e. where organisation has procedures, rules, physical resources etc., that are restrictive to a specific group); assumptions and stereotypes and how they lead to discrimination; own experiences and observations; own assumptions, values, beliefs etc. and how they affect attitudes to others. **Understand issues of diversity** Implications of not recognising or not understanding diversity, e.g. inappropriate counselling and suggestions for support; implications of over-emphasising difference, e.g. difficulty in finding common ground between counsellor and client; cultural differences in body language, eye contact etc. may lead to discomfort for client and counsellor if not understood and compromise the counselling relationship; own values, beliefs, culture and own awareness of diversity which may affect development and application of counselling skills.

Understand power issues within the counselling process

Roles of counsellor and client; facilitative role of counsellor – listening, supporting, challenging; vulnerability of clients in counselling relationship – issues of privacy, feelings of helplessness; perceived or real inequality in power relationship between client and counsellor; misconceptions (e.g. counsellor will tell you how to sort things out); sources of power (knowledge, education, difference etc.); acknowledging inherent power issues; importance of empowering clients.

Legal aspects – Equality Act 2010 and associated regulations (replacing previous separate legislation on racial equality, gender equality, disability etc.); main aspects of legislation and how they impact on the counselling relationship.

UNIT SPECIFICATIONS

Working Ethically with Counselling Skills

Credit Value of Unit: 6   **GLH of Unit: 40**   **Level of Unit: 3**

Introduction

This unit will provide learners with the opportunity to gain an understanding of the context within which counselling skills and referral processes can be used whilst maintaining ethical standards.

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

Indicative Content
Understand what is meant by an ethical framework What are ethics (a moral philosophy of right and wrong); importance and purpose of an ethical framework (to provide standards, moral obligation to client); which framework (main one in UK is BACP framework – British Association for Counselling and Psychotherapy – may be others or versions of BACP specific to candidate's area); key aspects – values, principles, personal moral qualities); effect of ethical framework on practice; other frameworks may include those relating to nursing, National Minimum Standards in Care and the General Social Care Council. **Know how an ethical framework relates to the use of counselling skills** Ethical principles (fidelity, autonomy, promotion of client well-being, avoidance of harm, justice and fairness, self respect); core competencies (professionalism, knowledge, ability to work within ethical framework, establishing relationship with client, understanding the counselling process, understanding the context of counselling). **Understand the importance of the setting in which counselling skills are used** Different contexts (medical, workplace, children and young people, bereavement care, addiction etc.); compare contexts in terms of likely clients, physical setting, issues; impact of different issues on counselling in different settings (e.g. acceptability of counselling in some settings such as workplace).

Understand the concepts of ethical referral

Ethical referral – referral to professionals able to provide the required service; reasons for referral (counsellor unable to continue to give client best support for personal or professional reasons; referral to medical, legal, health and social care or mental health services etc.); referral processes (importance of discussing and agreeing referral with client; organisational procedures; passing on of confidential information / protection of client confidentiality); data protection and information legislation; client authority to release information; situations where there are legal or ethical reasons to breach confidentiality, e.g. where there is a serious threat of harm by the client to themselves or others.

UNIT SPECIFICATIONS

Counselling Skills and Personal Development

Credit Value of Unit: 6   **GLH of Unit: 40**   **Level of Unit: 3**

Introduction

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

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Know own development	1.1 Identify own personal development needs
	1.2 Explain the importance of continued self-development for those using counselling skills
2 Understand process of personal development	2.1 Analyse the impact of personal development on counselling skills practice
	2.2 Explain why feedback is an essential component of personal development
	2.3 Evaluate how counselling skills practice has influenced / influences own personal development
	2.4 Evaluate ways to overcome barriers to personal development and self-awareness
3 Understand group dynamics	3.1 Reflect on own role (s) and function (s) within a group
	3.2 Reflect on impact of group on self
	3.3 Reflect on impact of self on group
4 Understand impact of personal development on others	4.1 Evaluate own self awareness and how it has evolved
	4.2 Explain impact of own personal development upon others
5 Be able to plan self development	5.1 Determine personal development needs and goals
	5.2 Construct a personal development plan

Indicative Content
Know own development needs Skills and knowledge required for counselling; own current skills and knowledge; identifying strengths and weaknesses; need for continual personal development (to improve counselling skill and knowledge, better able to support clients, better able to support own feelings etc.; identifying areas for development (skills audit, appraisals, feedback, assessments etc.). **Understand process of personal development** Importance of continuing personal development and how this can improve counselling skill; impact of improved self-awareness; increased knowledge; benefits to clients; use of feedback (e.g. own perceptions may be faulty; others' views may be more dispassionate and different); impact of counselling on personal development (e.g. becoming more aware of own values, beliefs, cultural background; becoming better able to empathise and understand others); barriers (time to reflect and learn; 'blind spots'; emotional barriers; own beliefs and values; cultural and social background etc.

Understand group dynamics

Group theory and processes; formation of groups; structure of groups; development of group rules; own roles within the group (counsellor, trainee, facilitator etc.); individual role in group process; boundaries of the group; impact of group on self (learning from group, becoming more self aware); impact on group (facilitator, sharing knowledge, support for others to become part of group etc.)

Understand impact of personal development on others

Evaluating self awareness; self counselling and becoming self aware; analysing own beliefs and values; effects of values and beliefs on attitudes towards others; effect of making assumptions; overcoming stereotypes; own motivations for helping others (rewards and costs, impact of these on counselling relationship and on personal relationships – time etc.); using feedback from others (for better self understanding, how you appear to others); impacts of better self awareness and personal development, e.g. better able to understand others, understanding of how difficult it is to be self aware, potential changes in personal relationships etc.

Be able to plan self development

Goal setting – relevant, achievable, realistic goals with deadlines for achievement; planning; use of personal counselling and supervision; development opportunities (formal / informal training, supervision, self reflection etc.); self development plans (goals, methods of achievement, dates to achieve, reviewing and assessing achievement).

APPENDIX 1

Summary Record of Achievement
Level 3 Certificate in Counselling Skills

Unit Title	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Developing Counselling Skills				
Theoretical Approaches to the Use of Counselling Skills				

Learner Name _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement

Level 3 Diploma in Counselling Skills

Unit Title	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Developing Counselling Skills				
Theoretical Approaches to the Use of Counselling Skills				
Counselling Skills and Diversity				
Working Ethically with Counselling Skills				
Counselling Skills and Personal Development				

Learner Name _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Developing Counselling Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the process involved in establishing a counselling skills relationship				
1.2 Explain how to manage the helping interaction throughout the relationship to keep those involved safe and supported				
2.1 Demonstrate the skills required to establish a working relationship				
3.1 Analyse strategies for responding to individuals in a helping relationship				
4.1 Demonstrate ways to integrate counselling skills into an interactive process				
4.2 Apply strategies for problem solving and decision making				
5.1 Determine skills necessary for concluding a counselling skills interaction				
6.1 Demonstrate skills for managing an appropriate ending to interaction				
6.2 Analyse benefits of the interaction with individuals in a helping relationship				
6.3 Evaluate outcome of the interaction				
7.1 Explain how self reflection can improve the use of counselling skills				
7.2 Explain how feedback and guidance can improve the use of counselling skills				
7.3 Evaluate own strengths and weaknesses in using counselling skills				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Theoretical Approaches in the Use of Counselling Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain key characteristics and concepts of ■ Humanistic theory ■ Psychodynamic theory ■ Cognitive-behavioural theory				
1.2 Summarise the key strengths and limitations of the three main approaches to counselling				
2.1 Explain the concept of the integrative model				
2.2 Assess the advantages and disadvantages of the integrative model				
3.1 Explain the role of theory in relation to helping relationship				
4.1 Demonstrate how to apply core theories when using counselling skills				
4.2 Assess the impact of applying core theory to interactions				
5.1 Reflect on ways in which the study of counselling theory has developed their understanding of self				
5.2 Explain how this informs own approaches to counselling				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Working Ethically with Counselling Skills

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the key features of a recognised ethical framework for counselling				
1.2 Compare chosen ethical framework with that of another professional body or organisation				
2.1 Describe how an ethical framework applies to the use of counselling skills				
2.2 Outline the competencies that are required to use counselling skills within an ethical framework				
3.1 Compare different contexts where counselling skills are used				
3.2 Explain issues that impact on the use of counselling skills in different settings				
4.1 Explain what is meant by ethical referral				
4.2 Explain reasons for referral				
4.3 Explain referral processes				
4.4 Explain when, how and why confidentiality and boundaries may be breached				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Counselling Skills and Diversity

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain ways in which people experience discrimination				
1.2 Evaluate own experiences or observations of possible discrimination				
2.1 Assess how diversity impacts on the counselling relationship				
2.2 Analyse examples from own experiences where they have encountered issues of difference / diversity				
2.3 Evaluate how awareness of diversity has impacted on own development and application of counselling skills				
3.1 Explain the role differences between counsellor and client				
3.2 Explain the inherent power differences and perceptions of power based on these role differences				
3.3 Explain legal aspects of anti-discriminatory practice				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Counselling Skills and Personal Development

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify own personal development needs				
1.2 Explain the importance of continued self-development for those using counselling skills				
2.1 Analyse the impact of personal development on counselling skills practice				
2.2 Explain why feedback is an essential component of personal development				
2.3 Evaluate how counselling skills practice has influenced / influences own personal development				
2.4 Evaluate ways to overcome barriers to personal development and self-awareness				
3.1 Reflect on own role (s) and function (s) within a group				
3.2 Reflect on impact of group on self				
3.3 Reflect on impact of self on group				
4.1 Evaluate own self awareness and how it has evolved				
4.2 Explain impact of own personal development on others				
5.1 Determine personal development needs and goals				
5.2 Construct a personal development plan				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____