

COURSE HANDBOOK

ABC Level 2 Award In Counselling Concepts

Conduct

What you can expect:

- Adherence to the British Association for Counselling and Psychotherapy (BACP) Ethical Framework for counsellors and trainers
 - Professionalism
 - Objectivity
 - Transparency
 - Impartiality
 - An open and fair minded approach
- Adherence to the group contract

What Insight Maidstone expects:

- Adherence to the group contract
- Professional conduct
 - Anti-discriminatory attitude
 - Open mindedness
 - Being on time
- At least minimum attendance (90%)
- Engagement with the content
- Take an active role in your own learning

Counselling is a contracted activity, and in order to emulate the counselling environment as accurately and appropriately as we can, we will have a group contract.

As it will be your group, you are invited to contribute to it and personalise it to make it The Group Contract which you will be asked to sign.

The Group Contract

The Group Contract I have provided contains the basic points for counselling groups and is taken from “Becoming a Counsellor” by Kirsten Amis published by Sage in 2011.

I agree that:

- Attendance to the group is compulsory and that less than 90% attendance might mean that I cannot finish the course
- I will be honest and genuine as I respect that these qualities underpin the ethos of the course
- I will be punctual and accept that I will not interrupt the group by being late
- I will treat colleagues with the care and respect that I would wish to receive myself
- All work will be submitted on time
- Issues discussed within class will remain confidential and not be discussed outside of the group

In return I will be:

- Offered academic support and professional advice throughout the course
- Kept up to date with current developments within counselling
- Able to ask questions and request guidance
- Provided with opportunities for personal, academic and professional development

There will be opportunity to add your own points to this contract so please give this some thought as to what you would like to contribute.



is a leading National Awards Organisation which has an extensive portfolio of high quality vocational qualifications that are Ofqual regulated. They have been around for many years and have lots of centres delivering various qualifications around the UK. ABC Awards set all the criteria for the counselling courses taught at Insight Maidstone.

Insight Maidstone is an approved ABC centre and works strictly in accordance with the policies and requirements of ABC and the British Association for Counselling and Psychotherapy (BACP).

ABC Awards Privacy Notice can be found at the end of this document.

Details for academic presentation can also be found at the end of this document along with a Scheme of Work for the duration of the course.

This handbook contains important information and is for the term January to April 2015.

Centre information:

Clout Memorial Institute

High Street, West Malling.

- Parking
 - There may be parking on the High Street near the Library but there is also a car park next to and behind 'Simply Osteopathy' at 2-4 High Street, near Ryarsh Lane.
- Will fill
- These in
- As soon as I get info
- But it will be before Jan 19th

St Andrews Church Hall,

Barming, Maidstone.

- Fire exits – please familiarise yourself with these at the venue.
 - There are two fire exits. One through the kitchen and out past both toilets and the rear entrance to the hall. In the event of a fire we will leave the building via the safest exit and wait in St Andrews Road.
- Parking
 - There is no designated parking at St Andrews but parking is permitted in S Andrews Road. There are also some spaces in Queens Road but these are limited.
- No smoking
 - Smoking is not permitted in or around the church and / or church hall. If you wish to use your break to smoke you will need to be at least 25 feet from any entrance to the hall/church.
- Kitchen
 - There is a kitchen with a hot water dispenser, and cups for your careful use. The kitchen must be left as found, with all surfaces and items used left clean.
 - Teas and coffees will be provided for a minimal donation.
 - Chairs will need to be stacked after use.

Course dates

This term the course starts week commencing Monday 19th January 2015 and will run for 10 weeks. There may be no half term due to the late start so we will finish week commencing 23rd March 2015.

The courses will start at the following times on the following days; please make sure that you are here at least 10 minutes before we begin so that you can settle in comfortably.

Tuesday 20th January at: TBC

Wednesday 21st January at: TBC

Thursday 22nd January at TBC

Each session will last for 3 hours where we will start promptly and end in a timely manner. I have compiled a Scheme of Work for the 10 weeks of your course for your information. This will tell you what we will be looking at on what dates as well as when assignments are due in. It also gives some guidance on writing the assignments according to the criterion.

I will be going over the course and answering any questions before we start, so if you have any queries, be assured that they will be responded to.

The following points may answer some of your questions.

Tutor contact:

I can be contacted on kay.rooke@insightmaidstone.com should you need to inform me of, or ask me anything that cannot wait until the next course date.

Tutorials:

Tutorials on a one to one basis will be held either before or after the class each week. On week one I will send round a sheet for you to choose the time and date of your tutorial. Please make a note of this as it is your responsibility to ensure that you make time for it.

Attendance:

This course is 10 weeks long and quite full of information which means that maximum attendance is crucial where possible. Minimum attendance required to enable you to pass this course is 90%. The cost of this course is not refundable if the cause of failure is in anyway due to lack of attendance.

Absence:

Absence must be reported as soon as possible to your tutor via email.

There is no entry requirement for this ABC level 2 course but please be aware that the course involves experiential learning and self-awareness exercises. Insight Maidstone does have an ethical responsibility to ensure as far as possible that students will be able to engage in the learning experience without harm to yourself and/or others.

The three units on this course are as follows:

Y/607/7299 The Professional Context of Counselling.

This unit provides a basic introduction to counselling. Learners will develop an understanding of what counselling is and an appreciation that qualified counsellors and those who use counselling skills abide by an ethical framework. They will learn about the importance of creating the correct environment and the right ethos for the helping relationship to be successful.

F/601/7300 Communication Skills in Helping Relationships

In this unit, learners will explore effective communication skills used in helping relationships. They will demonstrate a range of listening and responding skills to establish, develop and close interactions.

J/601/7301 Introduction to Personal Development

In this unit, learners will have the opportunity to reflect on their personal development and identify areas for development in the future.

Assignments

All assignments must be handed in on time. If you require an extension you will need to email me at kay.rooke@insightmaidstone.com and unless the circumstances are extreme, such as close personal bereavement, or personal hospitalisation, you will be required to submit a 500 word piece of work as to why you require an extension at least one week before the hand in date. Please make sure that you copy your tutor in to the email as they will need to know that you are requesting an extension. The dates are set because all of the tutors have a very tight marking schedule. Late arrivals can cause a setback in the marking of other work. The assignment dates have been given to you in the Scheme of Work, so there should be no surprises as to when they are due.

Referencing must be Harvard style. <https://www.citethisforme.com/> is extremely useful. Level 2 Concepts course does not require referencing.

Plagiarism is a disciplinary offence as it is unethical and unprofessional which is unbecoming of a counsellor. It is not a criminal offence in its own right but can constitute copyright infringement.

Any writing found to contain plagiarised work that has not been cited as clearly belonging to another source will not be accepted by the course tutors and will be failed by ABC Awards.

If your email address does not include your name, for example, minniemouse@somewhere.co.uk, please ensure that you state who you are in the subject.

Presentation

Please present all work in Arial font, size 11, with double lined spacing and printed single side only, with all sheets stapled together in the top left corner. Please use spell check to

examine your work for spelling and grammatical errors. You should also proof read carefully to help eliminate oversights and / or inaccuracies. Please make sure you insert your word count at the end of the assignment.

A helpful exercise to do is to read it out loud to yourself, and if it doesn't make sense to you, the chances are, it won't to your tutor either. If you are having difficulties with this please discuss this with your tutor.

Use headers and / or footers to provide your name, assignment details and page numbers. You should also provide a front cover which must contain;

- Your name
- Your tutors name
- The assignment title and first submission date
- The course title
- Page numbers
- A declaration of authenticity (these are available on the website)
- On the declaration please identify which unit you are submitting.
- You also **must sign** and **date** your work either on the front cover or at the end with the word count.
- Word count

How to set out your assignment:

Criterion

Use subheadings for each criterion. For example;

1. Understand what is meant by counselling skills.
 - 1.1 Define counselling skills.
You then define the counselling skills by stating each skill explaining how it works.
 - 1.2 Outline different roles in society in which counselling skills may be used. And so on.

Do **not** put the criteria into your own words as this more often than not steers you away from the actual answer we are looking for. Remember to look for the key words in the criterion.

These are including, but not limited to the following:

- Reflect
 - Contemplate
 - Ruminant
 - Ponder
 - Consider
 - Wonder
- Analyse
 - Scrutinise
 - Question
 - Explore

- Examine
- Dissect
- Evaluate
 - Judge the merit or worth of
 - Assess
 - Appraise
 - Value
- Explain
 - Clarify
 - Describe giving reason
 - Justify
 - Give details and make clear
- Identify
 - Categorise
 - Ascertain
 - Distinguish
 - Classify

You must go through each criterion in this way. This gives the assignment a sound structure and will make sticking to the criterion easier.

Please make sure that you read each criterion thoroughly and follow it to ensure that you cover it all.

For example, if it asks you to 'explain the importance of boundaries' you will need to do just that. It is not enough to merely state what boundaries are. The assignment criterion is checking to see if you know *WHY* they are important. If you make a statement **back it up!** **Back it up with clarification and justification!**

Try and avoid blanket statements as these will not be accurate for *all* examples of cases.

For example;

Rather than saying – “*if your client feels heard they will open up and trust you.*” It is more accurate to say that “*if a client feels heard it can help the building of trust within the relationship*”.

Another example might be something like;

Effective supervision is important for the client as a counsellor who is not having good supervision would not look at their own issues and their clients will suffer as a consequence.

It is more accurate to say;

Effective supervision is important for the client as a counsellor who is not having good supervision might not look at their own issues and their clients' progress could suffer as a consequence.

Should your assignment be referred back to you, please make the necessary amendments and resubmit within the designated timescale to your tutor along with the marked original,

the original mark sheet and feedback, declaration of authenticity. Also please include any observation sheets if these are relevant to the assignments. Your new assignment should also have a new declaration of authenticity with it. Please put both of these in one plastic sleeve, stapled separately, along with the mark sheet and declaration of authenticity making it clear which is the original and which are any subsequent referrals. Resubmission must be on the top.

Please remember to provide a word count!

Journals

Your journals each week need to be 500 words (or thereabout) of reflective writing. Where possible I want you to use part of it to reflect on the day and see if you can relate it to an experience of your own and write about how you **feel** about it. Your journals are for your own personal development, so please don't hold back if you need to reflect on something more personal as well.

Word count 2260

DECLARATION OF AUTHENTICITY



This declaration must be completed and signed by the learner and countersigned by the tutor / assessor and covers all evidence submitted for moderation.

Learner Name			
Unique Learner Number (ULN)		ABC Learner Reg. ID	
Qualification Title			
Centre Name	Insight Maidstone		

Learner statement of authenticity

Before signing please read the guidance on page 2 of this form.

I confirm, that the attached assignment / portfolio is all my own work¹ and does not include any work completed by anyone other than myself. I have completed the assignment / portfolio in accordance with ABC Awards' instructions and within the time limits set by my centre.

Signature		Date	
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Centre confirmation of authenticity

On behalf of Insight Maidstone I confirm that the above mentioned learner, to the best of my knowledge, is the sole author of the completed assignment / portfolio attached, and the assessments have been completed under the required conditions.

Signed		Date	
Name	Kay Rooke		
Title	Centre Head & Tutor – Insight Maidstone		

¹

Guidance for Learners

You have been asked to sign this Declaration of Authenticity and place it at the front of your portfolio or course work assessment. It confirms that the work you have submitted for assessment is your own and that you have not copied it from someone else or allowed another learner to copy it from you.

When preparing any course work it is good practice to undertake research using information from published sources. If you quote directly from these sources then this must be indicated in your work by using quotation marks and referencing the document from which the quotation was taken. **You must then comment in your own words on any ideas expressed.**

Assessors, internal verifiers and ABC Awards' external moderators and verifiers are subject specialists who can spot the use of published materials that may be passed as your own words or ideas.

If you do copy words from a published source and do not indicate their reference you will be committing plagiarism. This is considered a form of cheating and may result in your assessment being declared void.

Counselling Concepts ABC Certificate - Level 2 (10 weeks)

This course is ideal for anyone who wants to start a career in counselling or develop their personal and communication skills for personal and professional development.

There are no basic qualifications for entry, but all of our courses require an interview to ensure that students understand the nature of the course and the level of commitment that it requires.

You will cover 3 units which are:

The professional context of counselling [Y/601/7299]

Communication skills in helping relationships [F/601/7300]

An introduction to personal development [J/601/7301]

This course is assessed through the writing of a journal each week (approximately 500 words) and three 1500 word assignments, one for each unit taken. There is also a practical element which requires a 500 word reflection on what it was like for you.

Students can progress onto the Level 3 Certificate in Counselling Skills but is not automatic.

Course fees: £245 including registration and certification depending on successful completion. All courses are internally and externally moderated (external is moderated by ABC) to ensure a high standard of teaching learning and assessing.

Please note, you must be at least 18 before you start this course. The core text for this course is First Steps in Counselling by Peter Sanders and Counselling Skills and Theory by Margaret Hough.

10 weeks long with no break for half term.

Scheme of Work

Level 2 award in Counselling Concepts

Learners will be assessed weekly through the writing of personal reflective journals, observations, contributions, group interactions and discussions (formative). Each criteria will be met through assignments; one for each unit. Communication skills in helping relationships is made up of 3 forms of assessment (summative). Written responses, observation (tutor and peer) and a reflection on the observation. The reflection will count as a journal and will be included in the submission for that assignment which will be moderated. Some of the criteria will link into other units where similar criteria exists. Each criteria will be answered in the appropriate units and are not transferable.

Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
1						
1			<p>Group contract</p> <p>Ice-breaker activities</p> <p>Question and answer session regarding the course, contents and queries.</p>	<p>Open session discussing what learners want to add to the contract.</p> <p>In pairs telling partner about yourself, who will then tell the group.</p>	<p>While self-disclosure is important for personal development on these courses, it is important in the group to only tell what you are comfortable with others knowing. Trust is built throughout the course(s).</p>	

1	1	2	<p>1.1 Identify different forms of helping relationship</p> <p>1.3 Describe how counselling is different from other helping relationships</p>	<p>Identify different types of relationships, in pairs then group. Peer disclosure. Identify different types of helping relationships</p> <p>Follow on from 1.1. Tutor explanation</p>	<p>Observation of pairs and groups. Peer disclosure and Q&A Journals</p> <p>Learners to use own experience of workplace or counselling experience and work in small groups</p>	Flip chart paper
	3	1	<p>2.1 Identify own personal skills which are strengths in a helping relationship</p>	<p>Discuss learning style questionnaire in pairs. Disclose in group. This can also be done in the ice-breaker.</p>	Results written on flipchart by learners	Flipchart paper VAK Questionnaires
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
2	1	2	<p>1.2 Define counselling</p>	<p>Snowballing. Independent, pairs, and groups, to consider and review what defines counselling</p>		<p>BACP definition and other from reputable source. TBC</p>
	2	1	<p>1.1 Identify different forms of communication within a helping relationship</p>	<p>Communication exercises in trios, describing diagrams with observer.</p>	<p>Trio work Journals</p>	<p>Hand-outs Activity sheet – identifying</p>

			<p>1.2 Identify the communication skills used in a helping relationship</p>	<p>Tutor exposition/demonstration of skills and how they might be used 'Using effective listening skills' hand-out Trio work</p>	<p>Observations of trio work</p>	<p>counselling / skills related words Observation feedback sheets Journals</p>
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
3	2	1	<p>2.1 Demonstrate the use of a range of counselling skills appropriate for establishing a helping relationship</p>	<p>Trio work – observed by tutor using feedback sheets to be submitted for moderation</p>	<p>Trio work - observation</p>	<p>Observation feedback sheets</p>
	1	2	<p>2.1 Identify the key features of at least three major therapeutic approaches</p> <p>2.2 Describe the client issues which could be helped by the models chosen</p> <p>2.3</p>	<p>PowerPoint on 3 major approaches - Humanistic, CBT, Psychodynamic Ppt to cover client issues and potential barriers to the models chosen</p>	<p>Quick quiz Post it notes – 1 key concept from each major approach</p> <p>Group discussion and feedback</p>	<p>Quick quiz Post it notes – 1 key concept from each major approach</p>

			Outline potential barriers to the models chosen			
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
4	1	2	<p>3.1 Identify the key features of one recognised framework for good practice in counselling</p> <p>3.2 Summarise key requirements of legislation relevant to counselling practice</p>	<p>BACP EF Key features: statement of ethical practice, ethics for counselling and psychotherapy & providing a good standard of practice and care</p>	<p>Journals, check out, post it notes, assignment. Observation of and interaction with small groups.</p> <p>Journals, check out, post it notes, assignment. Observation of and interaction with small groups.</p>	<p>Legislation: 4 acts pertinent to counselling Data protection; the Children act 1989 &2004, Terrorism act, Equality act</p>
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
4	2		<p>2.5 Identify barriers to communication</p> <p>2.6</p>	<p>Physical; personal; emotional; cultural; interpersonal; gender; language</p>	<p>Journals</p>	<p>Reading. Hand-out</p>

	3		Describe ways to overcome barriers to communication 1.4 Identify own blocks to listening and learning	Explore and examine what own blocks are through Joharis Window exercise and how they affect listening and learning. Examine ways to overcome these barriers to communication.	Q&A Post its Observation	
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
5, 6, 7, 8, 9 & 10	2		2.1 Demonstrate the use of a range of counselling skills appropriate for establishing a helping relationship 2.2 Establish their boundaries as a listener in a particular setting and timeframe 2.3 Demonstrate the use of a range of listening and responding skills appropriate for developing interactions within a helping relationship 2.4 Maintain the boundaries of a helping role throughout the session 2.7	Reflection; paraphrasing; minimal encouragers; open questions; active listening; focusing; summarising Time boundaries & professional / personal boundaries Reflection; paraphrasing; minimal encouragers; open questions; active listening; focusing; summarising Time boundaries & professional / personal boundaries	Trio work with peer and tutor observation Trio work with peer and tutor observation Trio work with peer and tutor observation Trio work with peer and tutor observation	Observation sheets, peer and tutor feedback

			Demonstrate a range of listening and responding skills appropriate for bringing a helping relationship to a close	Active listening; summarising, focusing; reflection; paraphrasing; open questions; minimal encouragers	Trio work with peer and tutor observation	
<p style="text-align: center;">Learners will advance at different paces and use skills at different levels. This will be identified during tutor observations. Learners will be supported and encouraged to progress through working with different learners in order to gain as diverse experience as possible. The above criteria will continue through weeks 5 to 10</p>						
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
5	1	1	<p>3.3 Describe key features which ensure that counselling takes place in a suitable and safe environment</p> <p>3.4 Summarise the importance of equal opportunity and anti-discriminatory practice</p>	<p>Safety; physical and emotional. Group discussions in trios on constitution of a safe physical environment Tutor exposition on emotional safety within the session. Contract.</p> <p>Types of discrimination – learners to work in small groups to identify types of discrimination. Is positive discrimination acceptable?</p>	<p>Journals, check out, post it notes, assignment. Observation of and interaction with small groups.</p> <p>Journals, check out, post it notes, assignment. Observation of and interaction with small groups.</p>	

Unit 1 assignment due week 6						
6	3	1	1.1 Identify own values and beliefs 1.2 Outline how these values and beliefs could have an effect on helping relationships	'I believe' form completed individually and share in pairs and the whole group Consider what effects these values and beliefs could have, both positive and negative on helping relationships	Journals, check out, post it notes, assignment. Observation of and interaction with small groups.	
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
7	3	1	1.3 Identify their own motivation for helping others 1.5 Describe the benefits of giving and receiving feedback	Feedback exercise in pairs		
Unit 2 assignment due week 8						
8	3	1	2.2 Identify areas for development in personal skills and qualities in relation to a helping relationship		Journals, check out, post it notes, assignment. Observation of and interaction with small groups.	
9	3	1	2.3			

			Plan how to develop these skills and qualities in the future			
Unit 3 assignment due week 10						
Week no	Unit no	Hours / unit	Criteria	Learning activities	Assessment	Resources
10			In week 10 we will be looking at endings in counselling and helping relationships as well as ending the group as it is. There will also be time for feedback and information on the next course: the Level 3 Certificate in Counselling Skills.			

Privacy Notice

ABC Awards (ABC) is registered under the Data Protection Act 1998 and is committed to maintaining the highest standards when handling personal information. Centres are required to have their own privacy (fair processing) notice and to ensure that all learners are aware of how and when their data may be used by others.

- 1 ABC holds learner enrolment¹ and achievement data for the purposes of administering, verifying and awarding qualifications.
- 2 At no time will any personal data held by ABC be passed to organisations for marketing or sales purposes.
- 3 ABC will pass learner achievement data to the organisations listed below in line with timescales specified and agreed in individual agreements with each organisation. Once this information is shared with these organisations ABC is no longer the data controller but does remain the authoritative source of the achievements.

3.1 The Skills Funding Agency (SFA)

The SFA is an agency for the Department for Business, Innovation and Skills. It is the agency's role to deliver the government's skill priorities. Learner information supplied to them by providers (centres) will be used by the Chief Executive of Skills Funding to issue a Unique Learner Number (ULN) and to create a Personal Learning Record (PLR). The PLR is a central record of qualification achievement which learners can share with education providers and employers if they choose to do so.

ABC will submit learner achievement data to the PLR when the learner achievement has been verified and where a ULN has been provided by the centre. The PLR is managed by the Learning Records Service (LRS). If you want to know more about the ULN and the PLR click on the link.

Further details of how this information is processed and shared can be found at

<https://www.gov.uk/government/publications/lrs-privacy-notice>

3.2 The Department for Education (DfE)

The DfE uses registration and achievement data for research and statistical purposes to inform and improve educational policy.

ABC submits achievement data annually to government departments or agencies acting on their behalf to support Schools Performance Tables.

If you wish to know more about the data held please contact the DfE's Data Protection Officer at DCFS, Caxton House, Tothill Street, LONDON, SW1H 9NA or view Data protection.

¹ Cf. ABC Learner Enrolment Policy

3.3 **UCAS**

UCAS is the organisation responsible for managing applications to higher education courses in the UK. ABC qualifications that have UCAS tariff points mean they are recognised as contributing to entry to university.

ABC reports achievement of these qualifications annually to UCAS directly. If you wish to learn more about how this data is stored and protected please view the [UCAS Privacy Policy](#).

- 4 If you wish to know more about the personal data held by ABC, please contact ABC Awards' Data Protection at Robins Wood House, Robins Wood Road, Aspley, Nottingham, NG8 3NH or email enquiries@abcawards.co.uk
- 5 This Privacy Notice is reviewed on an annual basis.