

## Higher National Unit specification

### General information for centres

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

**Unit code:** F1EN 34

**Unit purpose:** This Unit is designed to provide the specialist skills and knowledge required to develop an understanding and insight into various aspects of own personal development through demonstrating self-awareness regarding own participation on a counselling course.

On completion of the Unit the candidate should be able to:

- 1 Demonstrate an understanding of factors which affect self-concept.
- 2 Develop an awareness of self in relation to others.
- 3 Develop an awareness of self as a learner.
- 4 Develop an awareness of self as a course participant.

**Credit points and level:** 2 HN credits at SCQF level 7: (16 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to the Unit is at the discretion of the centre, however, candidates should have well developed communication skills.

**Core Skills:** There may be opportunities to develop the Core Skills of Communication, Problem Solving and Working with Others at Higher level in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is part of the Group Award HNC Counselling.

**Assessment:** Specific advice on assessment for this Unit is given for each Outcome. Candidates must achieve all of the minimum evidence specified for each Outcome in order to pass the Unit.

Outcome 1 is assessed by a written assignment of 1,000–1,500 words.  
Outcome 2 by an essay of approximately 1,500–2,000 words.  
Outcome 3 by an essay of approximately 1,500–2,000 words.  
Outcome 4 by an essay of approximately 1,500–2,000 words.

## **Higher National Unit specification: statement of standards**

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

**Unit code:** F1EN 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Demonstrate an understanding of factors which affect self-concept

#### **Knowledge and/or Skills**

- ◆ Concept of the 'actualising tendency'
- ◆ Influence of 'conditions of worth' on self-concept
- ◆ Influence of introjected beliefs on self-concept
- ◆ Own locus of evaluation
- ◆ Monitor own degree of self-acceptance

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the 'actualising tendency'
- ◆ describe how 'conditions of worth' have influenced own self-concept
- ◆ explain how own 'introjected beliefs' have influenced self-concept
- ◆ identify own locus of evaluation
- ◆ reflect on own self-acceptance

#### **Assessment Guidelines**

Evidence should be generated through a written or recorded oral assignment of approximately 1,000 to 1,500 words. This may be supported by written reflective accounts.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

### **Outcome 2**

Develop an awareness of self in relation to others

#### **Knowledge and/or Skills**

- ◆ Effects of defence patterns on relationships
- ◆ Own defence patterns
- ◆ Factors inhibiting congruent relating: fear of anger; exposure; disapproval; conditions of worth; power issues
- ◆ Monitoring effects of own fears on relationships
- ◆ Influence of personal prejudice on judgement and behaviour
- ◆ Monitor own ability to accept others
- ◆ Difference between constructive criticism and abuse

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify own defence patterns and reflect on their effect on relationship with peers
- ◆ explain a minimum of 2 factors inhibiting congruent relating
- ◆ reflect on the effects of own fears and prejudices on behaviour and relationships
- ◆ explain how self-awareness has affected own ability to accept others
- ◆ identify the difference between constructive criticism and abuse

#### **Assessment Guidelines**

Evidence should be generated through a written essay of 1,500–2,000 words to show an awareness of self in relation to others. This may be supported by written reflective accounts.

### **Outcome 3**

Develop an awareness of self as a learner

#### **Knowledge and/or Skills**

- ◆ Seek and accept constructive feedback: tutor feedback; peer feedback
- ◆ Take responsibility for self and own learning
- ◆ Monitor own reaction to challenging of attitudes, assumptions and strengths
- ◆ Summarise own learning regarding self development: self awareness; insight into relationships; own learning patterns; development of self-concept

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ summarise own learning (to include: Two aspects of self development, Willingness to seek and accept constructive feedback, Willingness to take responsibility for own learning, Insights into relationships)

### **Assessment Guidelines**

Written evidence in the form of a reflective essay of 1,500–2,000 words.

This may be supported by written reflective accounts.

### **Outcome 4**

Develop an awareness of self as a course participant

#### **Knowledge and/or Skills**

- ◆ Participation as a course member:
  - Taking responsibility
  - Openness to experiential learning
  - Learning in groups
  - Self development
  - Openness to feedback
  - Resistance
  
- ◆ Appropriate boundaries:
  - Maintaining confidentiality within groups
  - Practice sessions with peers
  - Adhering to agreed ground rules
  - Having regard to own emotional safety
  
- ◆ Interact in a variety of activities
- ◆ Monitor and challenge patterns of behaviour which are unhelpful in self and others
- ◆ Own strengths and developmental needs

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ analyse two aspects of own participation as a course member in a variety of activities
- ◆ describe two boundaries and 2 unhelpful patterns of behaviour
- ◆ describe two different activities in which they engaged
- ◆ evaluate own strengths and developmental needs

### **Assessment Guidelines**

Written or recorded oral evidence in the form of a reflective essay of 1,500–2,000 words.

This may be supported by written reflective accounts.

## Administrative Information

<b>Unit code:</b>	F1EN 34
<b>Unit title:</b>	Counselling: Personal Development in a Counselling Skills Setting
<b>Superclass category:</b>	HB
<b>Original date of publication:</b>	April 2007
<b>Version:</b>	01

### History of changes:

Version	Description of change	Date

**Source:** SQA

© Scottish Qualifications Authority 2007

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

## **Higher National Unit specification: support notes**

### **Unit title:** Counselling: Personal Development in a Counselling Skills Setting

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### **Guidance on the content and context for this Unit**

This specialist Unit is designed to allow candidates to develop self-awareness to assist his/her development as a counsellor. In order to achieve the Outcomes as stated this Unit requires that the student will take notes in lectures and discussions; compile given assessments; read relevant books and articles as advised; watch relevant videos and take part in and contribute to group discussions and exercise. This Unit should be integrated with other counselling Units comprising of counselling skills and the associated theory Units and is intended for those preparing to work or already working in this field.

### **Guidance on the delivery and assessment of this Unit**

#### **Personal Development**

##### **All Outcomes**

The philosophy behind this Unit is that self-development and self-awareness are vital elements in counselling skills training. Whatever the context in which they use their counselling skills, candidates will inevitably meet clients who experience a wide range of emotions. Unless they have the opportunity to get in touch with and work on their own feelings in an experiential way there is a danger that they will feel overwhelmed or find it difficult to separate their emotions from those of the client. Learning to identify own blocks of acceptance, personal prejudices and defensive patterns are also important aspects of self-awareness.

The intention is that this Unit will run over the period of the whole course, and be integrated with other parts of other HNC in Counselling Units where possible, so that candidates gain a sense of their own development. It is also intended that the emphasis of the Unit is experiential rather than theoretical.

The use of personal development groups; whole group meetings (sometimes referred to as the community group) which may sometimes be focussed on addressing problems which have arisen during the course; working on own issues in skills sessions rather than role play; workshops on particular issues would all be advantageous.

## Higher National Unit specification: support notes(cont)

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

**See:**

EGAN G (1977), *You and Me* California; Brooks/Cole Publishing Company.

DRYDEN, W, HORTON, IP, MEARNS, D (1995) *Issues in Professional Counselling Training*, London: Cassell.

### Outcome 1

A very clear explanation of the person-centred view of the self-concept (actualising tendency, conditions of work, organismic self locus of evaluation (internalised/externalised) and creation of disturbance is given in Pages 6-13 of *Person Centred Counselling in Action*, London: Sage.

MEARNS, D AND THORNE, B (1988 1989) of *Person Centred Counselling in Action*, London: Sage.

### Outcome 2

It is suggested that at least two of the factors that may inhibit congruent relating should be covered.

### Outcome 3

It is suggested that at least two aspects of self-development are covered.

### Outcome 4

It is suggested that two aspects of participation as a course participant and two boundaries are covered.

Patterns of unhelpful behaviour are:

- ◆ Reaction to silence in group
- ◆ Tendency to dominate group
- ◆ Interruptions
- ◆ Dismissing others contributions
- ◆ Not fully listening
- ◆ Competitiveness
- ◆ Not contributing
- ◆ Detached
- ◆ Defensiveness

MEARNS, D (1999) *Person Centred Counselling Training*, London, Sage

### *Opportunities for developing Core Skills*

There are opportunities to develop the Core Skills of Communication, Problem Solving and Working with Others at Higher level in this Unit, although there is no automatic certification of Core Skills or Core Skills components.



## **Higher National Unit specification: support notes(cont)**

**Unit title:** Counselling: Personal Development in a Counselling Skills Setting

### **Open learning**

This Unit is best offered as a group based activity to facilitate the necessary personal learning and very careful consideration should be given to this before offering it by open or distant learning.

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Counselling: Personal Development in a Counselling Skills Setting

This Unit is designed to provide you with the specialist skills and knowledge required to develop an understanding and insight into various aspects of own personal development through demonstrating self-awareness regarding own participation on a counselling course

On completion of the Unit you should be able to:

- ◆ Demonstrate an understanding of factors which affect self-concept
- ◆ Develop and demonstrate an awareness of self in relation to others
- ◆ Develop and demonstrate awareness of self as a learner
- ◆ Develop and demonstrate awareness of self as a course participant

Outcome 1 is assessed by a written assignment of 1,000–1,500 words.

Outcome 2 by an essay of approximately 1,500–2,000 words.

Outcome 3 by an essay of approximately 1,500–2,000 words.

Outcome 4 by an essay of approximately 1,500–2,000 words.