



Higher National Unit Specification

General information

Unit title: Counselling: Personal Development in a Therapeutic Setting (SCQF level 8)

Unit code: HL9N 35

Superclass: PS

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Version: 01

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. During delivery of this unit, there will be regular opportunity for participation in Personal Development groups, community groups and ongoing personal reflection. The unit content is underpinned by the British Association of Counselling and Psychotherapy Ethical Framework for Good Practice in Counselling.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Investigate factors which effect self-concept.
- 2 Critically analyse self in relation to others.
- 3 Critically analyse self as a learner.
- 4 Critically analyse self as a course participant.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Access to the unit is at the discretion of the centre.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

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 HND Counselling.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

Unit title: Counselling: Personal Development in a Therapeutic Setting (SCQF level 8)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Investigate factors which effect 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
- ◆ Own degree of self-acceptance

Outcome 2

Critically analyse 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
- ◆ Effects of own fears on relationships
- ◆ Influence of personal prejudice on judgement and behaviour
- ◆ Own ability to accept others
- ◆ Difference between constructive criticism and abuse

Outcome 3

Critically analyse self as a learner.

Knowledge and/or skills

- ◆ Importance of seeking and accepting constructive feedback: tutor feedback; peer feedback
- ◆ Responsibility for self and own learning
- ◆ Awareness of own reaction to challenging of attitudes, assumptions and strengths
- ◆ Own learning needs 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 Therapeutic Setting (SCQF level 8)

Outcome 4

Critically analyse 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
- ◆ Interaction in a variety of activities
- ◆ Importance of monitoring and challenging patterns of behaviour which are unhelpful in self and others
- ◆ Recognition of own strengths and developmental needs

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes 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.
- ◆ identify own defence patterns and reflect on their effect on relationship with peers.
- ◆ explain a minimum of two 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.
- ◆ summarise own learning (to include: aspects of self-development, willingness to seek and accept constructive feedback, willingness to take responsibility for own learning, insights into relationships).
- ◆ analyse two aspects of own participation as a course member in a variety of activities.
- ◆ describe two boundaries and two unhelpful patterns of behaviour.
- ◆ describe two different activities in which they engaged.
- ◆ evaluate own strengths and developmental needs.



Higher National Unit Support Notes

Unit title: Counselling: Personal Development in a Therapeutic Setting (SCQF level 8)

This unit should be assessed holistically by means of a reflective account of between 2,000 to 2,500 words.

Unit support notes are offered as guidance and 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 learner 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.

Outcome 1 encourages the learner to investigate a range of factors which effect self-concept. This underpins Outcome 2 as they are then required to critically analyse 'self' in relation to 'others'. This contextualisation of self in relation to others is intended to a develop an internal locus of responsibility. Outcome 3 reframes the reflection by demanding a critical analysis of self as a learner which progresses to Outcome 4 where a wider focus of placing the learner within the dynamic of the course group

The unit is structured to support learners to concentrate their reflection and use honesty and transparency to recognise their personal strengths and areas for development in relation to themselves and how they are experienced by those around them. This is in line with the BACP requirements for personal responsibility and growth.

Higher National Unit Support Notes

Unit title: Counselling: Personal Development in a Therapeutic Setting (SCQF level 8)

Guidance on approaches to delivery of this unit

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.

Guidance on approaches to assessment of this unit

This unit should be assessed holistically by means of a reflective account of between 2,000 to 2,500 words. This is an accepted and expected format within the sector.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There will be opportunities to develop the Core Skills of *Communication*, *Working with Others* *Problem Solving* and *Information and Communication Technology (ICT)* throughout this unit.

History of changes to unit

Version	Description of change	Date

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General information for learners

Unit title: Counselling: Personal Development in a Therapeutic Setting (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

Counselling: Personal Development in a Therapeutic Setting 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. During delivery for this unit, there will be regular opportunity for participation in Personal Development groups, community groups and ongoing personal reflection. The unit is underpinned by the British Association of Counselling and Psychotherapy Ethical Framework for Good Practice in Counselling.

The unit is structured to support learners to concentrate their reflection and use honesty and transparency to recognise their personal strengths and areas for development in relation to themselves and how they are experienced by those around them. This is in line with the BACP requirements for personal responsibility and growth.

There are four outcomes which are:

- 1 Investigate factors which effect self-concept.
- 2 Critically analyse self in relation to others.
- 3 Critically analyse self as a learner.
- 4 Critically analyse self as a course participant.

The unit is assessed holistically by means of one reflective account of between 2,000 to 2,500 words which will cover the following:

- ◆ 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.
- ◆ identify own defence patterns and reflect on their effect on relationship with peers.
- ◆ explain a minimum of two 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.
- ◆ summarise own learning (to include; aspects of self-development, willingness to seek and accept constructive feedback, willingness to take responsibility for own learning, insights into relationships).
- ◆ analyse two aspects of own participation as a course member in a variety of activities.
- ◆ describe two boundaries and two unhelpful patterns of behaviour.
- ◆ describe two different activities in which they engaged.
- ◆ evaluate own strengths and developmental needs.