



## Higher National Unit specification

### General information

**Unit title:** Counselling: Values and Principles for Practice  
(SCQF level 8)

**Unit code:** HL9R 35

**Superclass:** PM

**Publication date:** September 2017

**Source:** Scottish Qualifications Authority

**Version:** 2

### Unit purpose

This unit is designed to enable learners to develop an understanding of the way in which values and principles underpin counselling practice. Learners are required to examine equality and diversity issues and to evaluate the factors which influence the counselling relationship. Learners will be formally introduced to the BACP Ethical Framework before starting client work and demonstrate how it assists learners to develop as ethical accountability and reflective practitioners.

### Outcomes

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

- 1 Analyse personal values and the way in which they relate to counselling values.
- 2 Review and evaluate how equality and diversity issues can be supported through the application of counselling values and principles.
- 3 Evaluate and reflect on the relationship between personal development, learning in relation to values and principles of practice and the Ethical Framework.

### Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

### Recommended entry to the unit

Entry is at the discretion of the centre. It is recommended that learners should have completed the HNC in Counselling.

## Higher National Unit Specification: General information (cont)

**Unit title:** Counselling: Values and Principles for Practice  
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### Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

### 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 a mandatory component of HND in Counselling.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### 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](http://www.sqa.org.uk/assessmentarrangements).

# Higher National Unit Specification: Statement of standards

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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.

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. Learners 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

Analyse personal values and the way in which they relate to counselling values.

### Knowledge and/or skills

- ◆ Awareness of personal values
- ◆ Factors affecting values
- ◆ Effects of values on practice
- ◆ Significance of core values and principles of counselling
- ◆ Importance of boundary issues
- ◆ Importance of ethical framework

## Outcome 2

Review and evaluate how equality and diversity issues can be supported through the application of counselling values and principles.

### Knowledge and/or skills

- ◆ Awareness of equality and diversity issues
- ◆ Effects of Prejudice, stereotyping, and discrimination (direct, indirect, institutional and unconscious)
- ◆ Barriers to equality of opportunity for clients
- ◆ Awareness of relevant, current legislation and policies

## Outcome 3

Evaluate and reflect on the relationship between personal development, learning in relation to values and principles of practice and the Ethical Framework.

### Knowledge and/or skills

- ◆ Awareness of personal prejudices
- ◆ Reflect on self-awareness and personal growth
- ◆ Reflect on strengths and development needs
- ◆ Increased awareness in relationships
- ◆ Impact of professional ethical framework on self and practice

## Higher National unit specification: Statement of standards (cont)

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### 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:

#### Outcome 1

- ◆ explain the origin of own personal values.
- ◆ explain the factors that shape own personal values.
- ◆ evaluate the effect of personal values, beliefs and behaviour on counselling practice.
- ◆ explain the importance and relevance of values to counselling practice.
- ◆ apply core values that underpin practice.
- ◆ explain the boundary issues surrounding the maintenance of confidentiality in counselling relationships.
- ◆ describe boundary issues.
- ◆ analyse one ethical dilemma in relation to your professional practice.

#### Outcome 2

- ◆ explain equality and diversity issues.
- ◆ analyse the impact of prejudice, stereotyping and discrimination within counselling.
- ◆ explain barriers to equality of opportunity for clients.
- ◆ analyse the relationship between counselling values and principles and equality and diversity issues.
- ◆ explain the legislation and policies relating to equality and diversity in counselling.

#### Outcome 3

- ◆ analyse personal prejudices and their origins.
- ◆ analyse strengths and identify development needs.
- ◆ explain the knowledge and skills gained.
- ◆ explain insights in to relationships.
- ◆ evaluate own development within the context of the Ethical Framework.

Learners must achieve all the minimum evidence specified for each outcome in order to pass the unit. Assessments for Outcome 1, 2 and 3 may be assessed holistically by extended response questions or reflective account.



## Higher National Unit Support Notes

**Unit title:** Counselling: Values and Principles for Practice  
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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 40 hours.

### Guidance on the content and context for this unit

This specialist unit is designed to allow learners to develop their knowledge and understanding of the values and principles of practice in counselling. In order to achieve the Outcomes as stated, learners should be encouraged to take notes in lectures and discussions, compile given assessments, read relevant books and articles as advised, watch relevant DVDs and take part in and contribute to group discussions and exercises. This unit is underpinned by BACP Ethical Framework and should be integrated with other counselling units comprising of counselling skills and associated theory Units and is intended for those preparing to work or already working in this field.

Analysis of personal values and the way in which they relate to counselling values encourages the learner to reflect on their sense of self within the wider professional agenda.

The process of reviewing and evaluating how equality and diversity issues can be supported through the application of counselling values and principles promotes an awareness of the relationship between law, professional standards and equitable practice.

For learners to evaluate and reflect on their personal development and learning in relation to values and principles of practice ensures they contextualise their progress.

### Guidance on approaches to delivery of this unit

Learners should be given ample opportunity to study and discuss all aspects of the Ethical Framework and to be continually mindful of its implications for their own practice and how it relates to their own values and attitudes. They should also be mindful of the wider implications within familial, community and societal settings.

**Outcome 1** requires the learner to explore personal values and to explain these and their origins. Learners should be encouraged to reflect upon these personal values and to consider how they influence behaviour. The role of primary and secondary agents of socialisation should be explored.

## Higher National Unit Support Notes (cont)

**Unit title:** Counselling: Values and Principles for Practice  
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Learners should develop knowledge and understanding of ethics and core values and principles of counselling practice. They should be able to analyse any conflicts between personal and professional values and have know-how to act when conflict arises. It is important that counselling boundary issues and ethical considerations are examined, eg time, supervision, referral, and the professional competence of counsellor.

**Outcome 2:** Learners should research diversity and evaluate the effect of stereotyping, discrimination and prejudice on the life chances of individuals and groups from minority groups. Delivery should draw upon relevant social science disciplines to enable learners to make explicit and critically appraise the social, political and legislative systems in which we live and the ways these affect client development and counselling practice.

They should know the main features of relevant legislation. Relevant legislation is current legislation which protects individuals from discrimination and provides them with the legal right to be treated fairly.

Legislation which can be considered:

- ◆ Equality Act (2010)
- ◆ Disability Discrimination Act (1995)
- ◆ Race Relations Act 1976; Amendment Act (2000)
- ◆ Sex Discrimination Act (1975)
- ◆ Mental Health Care and Treatment (Scotland) Act 2003
- ◆ Regulation of Care (Scotland) Act (2001)
- ◆ Human Rights Act (1998)
- ◆ Suicide Act (1961)

Legislation provides clients with rights. Counsellors are required to have an awareness of their responsibilities when working with clients.

**Outcome 3:** This Outcome gives learners the opportunity to reflect upon the increase in their personal awareness in relation to values and principles. Insights into relationships should be described. Relationships include friends, family, course members and clients.

### Guidance on approaches to assessment of this unit

Learners must achieve all the minimum evidence specified for each outcome in order to pass the unit.

Outcome 1, 2 and 3 may be assessed holistically by extended response questions or reflective account. This evidence will be gathered in open-book conditions at appropriate points in the unit. There may also be opportunities to integrate assessment with the assessment of the units *Counselling: Self Evaluation for Counsellors*, *Counselling: Professional Standards* and *Counselling: Professional Practice*.

## Higher National Unit Support Notes (cont)

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### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

This unit has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

There may also be opportunities to develop the Core Skills of *Communication* and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification.

It can also support the development of other transferable skills, such as essay/report writing and thinking, analytical and critical skills. Broader skills development in the areas of employability, citizenship and self-responsibility may also be achieved.

## History of changes to unit

Version	Description of change	Date
2	Critical Thinking component at SCQF level 6 embedded	20/09/17

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## General information for learners

### **Unit title:** Counselling: Values and Principles for Practice (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.

This unit is designed to enhance your knowledge and understanding of the way in which values and principles underpin counselling practice. It should enable you to recognise the significance of counselling values and principles when working with others in a helping capacity. It is suitable for counsellors and those who are preparing to become counsellors, or for those working in caring roles. You should have prior knowledge and understanding of counselling or helping relationships. This could be demonstrated through possession of the HNC Counselling award G8H6 15 or equivalent.

You will be required to examine equality and diversity issues and to evaluate the factors which influence the counselling relationship. You will examine your personal and professional values and reflect upon their relationship.

On completion of the unit you should be able to:

- 1 Analyse personal values and the way in which they relate to counselling values.
- 2 Review and evaluate how equality and diversity issues can be supported through the application of counselling values and principles.
- 3 Evaluate and reflect on the relationship between personal development, learning in relation to values and principles of practice and the Ethical Framework.

Successful completion of each outcome will be achieved through satisfactory performance in written, oral or signed assessments. These may be in the form of extended response questions and reflective accounts.

This unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6.

There will also be opportunities throughout the assessment of this Unit to develop the Core Skills of *Communication and Working with Others*. It can also support the development of other transferable skills, such as, essay/report writing and thinking, analytical and critical skills. Broader skills development in the areas of employability, citizenship and self-responsibility may also be achieved.