



Health and Social Care
Sector

Qualification Specification

www.tquk.org

TQUK Level 2 Award
in Counselling Skills
(RQF)



Qualification Number:
601/7802/4

TQUK Level 2
Certificate in
Counselling Skills
(RQF)



Qualification Number:
601/7815/2

Contents

Page no:

<i>1.</i>	<i>INTRODUCTION</i>	<i>3</i>
<i>2.</i>	<i>QUALIFICATION SPECIFICATIONS</i>	<i>3</i>
<i>3.</i>	<i>INTRODUCTION TO THE QUALIFICATION</i>	<i>4</i>
<i>4.</i>	<i>PROGRESSION</i>	<i>4</i>
<i>5.</i>	<i>STRUCTURE</i>	<i>5</i>
<i>6.</i>	<i>ASSESSMENT</i>	<i>5</i>
<i>7.</i>	<i>CENTRE APPROVAL</i>	<i>6</i>
<i>8.</i>	<i>COURSE DELIVERY</i>	<i>8</i>
<i>9.</i>	<i>CENTRE QUALITY ASSURANCE</i>	<i>10</i>
<i>10.</i>	<i>THE TQUK MANAGEMENT SUITE</i>	<i>14</i>
<i>11.</i>	<i>USEFUL WEBSITES</i>	<i>14</i>
<i>12.</i>	<i>UNITS OF ASSESSMENT</i>	<i>15</i>
<i>13.</i>	<i>APPENDIX 1 - Assessment Strategy</i>	<i>20</i>

Introduction

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and by the Welsh Government.

TQUK offers qualifications which are regulated by Ofqual, sit on the Regulated Qualifications Framework (RQF) and listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

We aim to provide qualifications that meet the needs of industry which are designed by leading professionals and delivered to centres and learners with integrity and compliance in mind. To accompany the qualification, TQUK will provide centres with world class customer service to support the delivery of our qualifications.

Please visit our website www.tquk.org for news of our latest developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification. Please read alongside the TQUK Centre Handbook. Further details of TQUK's procedures and policies can be found on our website www.tquk.org and accessed via a centre's homepage in the Management Suite.

TQUK expects all centres to familiarise themselves with the specification and the Centre Handbook as they will assist in the administration, preparation, delivery and assessment of the qualification.

All TQUK literature will be provided through the medium of English. On request, materials can be supplied in Welsh or Irish.

Qualification specifications can be found on the TQUK website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

This qualification may be eligible for public funding. If you are applying for funding you should use the QN number. For further advice on funding, contact TQUK.

If you have any further questions please contact TQUK.

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by approved centres to promote any TQUK qualifications.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. Only the logo given as part of centre approval should be used.

Approved centres must only use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's web site relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

If a centre no longer has TQUK approved centre status, it must immediately discontinue the use of TQUK's logo.

Introduction to the Qualification

The TQUK Level 2 Award in Counselling Skills (RQF) and TQUK Level 2 Certificate in Counselling Skills (RQF) are regulated by Ofqual.

Qualification Purpose

The purpose of the qualifications is to develop learners' knowledge and understanding and introduce them to the skills required for counselling to prepare for further learning or training

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:

TQUK Level 2 Award in Introduction to Counselling Theories

Level 3 Certificate in Counselling Skills

Level 3 Certificate in Hypnotherapy and Counselling Skills (QCF)

Structure

TQUK Level 2 Award in Counselling Skills (RQF)

Learners must achieve four credits from the mandatory unit

Mandatory Unit

Unit(s)	Unit ref.	Level	Guided Learning Hours	Credit value
Using Counselling Skills	K/502/6966	2	30	4

TQUK Level 2 Certificate in Counselling Skills (RQF)

Learners must complete all 4 mandatory units to achieve 16 credits

Mandatory Units

Unit(s)	Unit ref.	Level	Guided Learning Hours	Credit value
Counselling Skills and Personal Development	T/502/6632	2	30	4
Using Counselling Skills	K/502/6966	2	30	4
Introduction to Counselling Skills Theories	K/502/6630	2	30	4
Diversity and Ethics in the Use of Counselling Skills	M/502/6631	2	30	4

Guided Learning Hours

The credit value of a qualification can be used to determine how long it will take a learner to achieve, as one credit corresponds to 10 hours of learning. These hours are made up of contact time with a teacher/assessor, referred to as guided learning hours (GLH), and non-contact time for study and assessment activities.

Assessment

All units must be assessed in accordance with Skills for Health's QCF Assessment Principles(Appendix 1)

These qualifications are assessed through activities, which are developed by the centre, internally marked and sampled as part of quality assurance/ internal verification procedures.

Recording documents for the assessments can be found on the TQUK Management Suite.

The assessment and quality assurance process will be subject to external quality assurance/verification by TQUK.

The recommended assessment methods are:

- Practical Demonstration
- Group Discussion
- Case study
- Written assignment
- Observation of learner's skills
- Question and answer sessions

All learning outcomes must be met to achieve a Pass - there is no grading

Centre Approval

To offer any TQUK qualification each centre must be registered with TQUK and meet centre and qualification approval criteria. Approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Centre Policies

In order to obtain centre approval from TQUK, an approved centre must have a range of policies in place. A full list of these policies can be found on the centre's homepage of the TQUK Management Suite in the downloads section. It is a centre's responsibility to ensure that all employees are aware of the policies and procedures and that they are adhered to at all times. Learners should also be informed, by the centre, of policies that are relevant to them such as complaints and appeals.

Failure to enforce or adhere to these policies could result in a centre's approval status being withdrawn.

TQUK has policies and procedures in place to support centres. Definitions and details can be found in the Centre Handbook and on the TQUK website.

These include:

Equality and Diversity

If a centre does not have an Equality and Diversity Policy, TQUK can provide one. Learners should be made aware that this policy is available to them should they choose to view it.

Reasonable Adjustments and Special Considerations

TQUK is committed to complying with all current and relevant legislation in relation to the development and delivery of our qualifications which at the time of writing includes, but is not limited to, the Equality Act 2010. We seek to uphold human rights relating to race relations, disability discrimination and special educational needs of our learners and to provide equal reasonable adjustments and special considerations for all learners registered on our qualifications.

TQUK expect all approved centres to have in place an Equality and Diversity Policy, which includes the following principles and guidelines:

Assessment should be a fair test of learners' knowledge and what they are able to do. For some learners the usual format of assessment may not be suitable. We ensure that our qualifications and assessments do not bar learners from taking our qualifications.

We recognise that reasonable adjustments or special considerations may be required at the time of assessment where:

- learners have a permanent disability or specific learning needs
- learners have a temporary disability, medical condition or learning needs
- learners are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievement provided that the equity, validity and reliability of the assessments can be assured. Such arrangements are not concessions to make assessment easier for learners, or to provide any learner with unfair advantage.

For full details of TQUK's policy and the process for requesting reasonable adjustments and/or special considerations, please refer to the Reasonable Adjustments and Special Considerations Policy on the homepage on the TQUK Management Suite.

Appeals Policy

TQUK's Appeals Policy is aimed at our customers, including learners, who are delivering, enrolled on or have taken a TQUK approved qualification or unit. It sets out the process a centre should follow when submitting appeals to TQUK and the process TQUK will follow when responding to enquiries and appeals.

It is important that staff involved in the management, assessment and quality assurance of TQUK's qualifications are aware of the contents of TQUK's policy.

For details of TQUK's policy and procedure on appeals, please refer to the homepage on the TQUK Management Suite.

To be approved by TQUK, a centre must have in place an internal Appeals Policy that is shared with learners.

Complaints

For details of TQUK's policy and procedure on complaints, please refer to the homepage on the TQUK Management Suite.

Support from TQUK

Approved centres will be able to access support from TQUK whenever necessary. External Verifier visits will be undertaken on a regular basis. TQUK also offer approved centres the service of an Account Manager. An Account Manager's role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form, depending on the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

All initial assessment findings should be analysed by a teacher/trainer and the information obtained should be used to inform teaching and learning approaches, content delivery and assessment strategies. Initial assessment will be reviewed during the IV and EV process.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Approved centres must follow TQUK's procedures for registering learners on the homepage of the Management Suite. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Resources

Learners will need access to the following:

- Course manual
- ICT resources if applicable
- Equipment at the venue
- Appropriate general and subject specific texts
- A suitably equipped venue and resources
- Other resources to support identified needs of learners.
- Resources to support the delivery of the qualification

This list is not final, additional resources may be added to meet the needs of the learners.

Training Requirements

Training must be delivered following quality detailed lesson plans. All lesson plans must include:

- Aim (a clear concise statement to show what the learners are to achieve by the end of the course)
- Objectives (to give the learners a step by step guide as to how they are going to achieve the aim of the course)
- Length of time allocated for each individual session

- Learner activities during the session
- Training methods, resources and equipment to be used
- Methods of assessing the level of knowledge/skills the learners have gained.

Trainer/Assessor Requirements

The role of a teacher, trainer, tutor or assessor is to deliver TQUK qualifications to learners. They must be qualified in the subject area they are delivering. Any centre staff delivering a qualification must also hold relevant experience of delivery of that qualification or work experience in the qualification subject.

The responsibility of a trainer, teacher, tutor or assessor is to ensure that learners gain knowledge and/or skills when studying a TQUK qualification. They must ensure that they follow TQUK's qualification specifications and deliver an interesting and informative course to learners.

They must ensure learners receive the correct support and/or advice to assist them in achieving their qualification.

All TQUK qualifications must be delivered in a professional manner. It is a teacher/trainer's responsibility to ensure that all sessions are fully planned and prepared and that all resources are available to learners.

In order to gain approval by TQUK trainers/assessors must:-

- meet the requirements of Skills for Health's QCF Assessment Principles(Appendix 1)
- be occupationally competent in the subject area being delivered
- show current evidence of continuing professional development in assessment and quality assurance

and

- hold the qualification (or equivalent) they are assessing and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors

and a teaching qualification such as:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

and

- be occupationally competent in the training and/or assessing and operating within Learning and Development NOS 9 Assess Learner Achievement, evidenced by one or more of the following or equivalent qualifications:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

or

- attend a CPD event for trainer/assessors held by TQUK

Assessment Policy

A centre must ensure that assessment is valid, reliable and does not disadvantage or advantage any group of learners or individuals. The assessment procedure should be open, fair and free from bias. There should also be accurate and detailed recording of assessment decisions.

In order to do this, the centre should:

- Assess learner's evidence using only the published assessment criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Annually provide samples for external verification, as required by the awarding body
- Monitor external verifier reports and undertake any remedial action required
- Share good assessment practice between all training teams
- Ensure that assessment methodology is understood by all staff
- Provide resources to ensure that assessment can be performed accurately and appropriately

Results and Certification

Results and certificates will be issued to centres once they have undertaken the required internal quality assurance procedures and have undergone external quality assurance activities, necessary for each qualification. It is a centre's responsibility to ensure learners are notified about the result of any assessment outcomes.

Approved centres must also fully inform learners regarding how and when they are able to obtain any results and/or certificates after successfully completing a course. Once all course documentation has been received and quality assured, certificates will be dispatched and should be received at the centre within 48 hours.

To inform TQUK of learners who have passed, centres should use the 'Registering a Group of Learners' section on the homepage of the TQUK Management Suite.

Should exceptional circumstances arise and a certificate is lost or damaged, learners may request a replacement certificate. Replacement certificates will have the same standing as original certificates and will incur a fee.

An approved centre should make replacement certificate requests to TQUK.

Centre Quality Assurance

TQUK require each centre to have in place a functioning quality system that is appropriate to the centre's size and volume of learners. The centre should also maintain sufficient records which demonstrate the use of quality systems and the outcomes of key monitoring activities.

All qualifications should be delivered to a high standard and assessment and internal quality assurance/verification must be embedded throughout a centre's quality assurance system.

Each approved centre must employ staff who can undertake a number of specific roles that allow the centre to function effectively. Some centre roles can be undertaken by different individuals or the same person, depending on the size of the centre and the volume of TQUK qualification being delivered.

Full details of centre and TQUK responsibilities for quality assurance can be found on the TQUK website and in the Centre Handbook.

Internal Verifier

The role of an Internal Verifier (IV) is at the heart of the quality assurance and management systems of each approved TQUK Centre. There are three main aspects of the Internal Verifier role:

- Verifying assessment
- Developing and supporting teachers, trainers, tutors and assessors
- Managing the quality of delivery

Verifying assessment is concerned with maintaining the quality of assessment for all learners. In most centres this forms the core part of the Internal Verifier's duties, and is by far the most time consuming. There are three strands to verifying assessment: - sampling assessments, monitoring assessment practice and standardising assessment judgements.

IVs should offer advice and guidance on best practice to trainers and assessors. IVs will undertake regular observations of trainers and assessors. They will also review learner portfolios and undertake standardisation activities as part of this support.

IVs will be expected to devise and undertake sampling activities in line with centre approval responsibilities. They are also responsible for managing the quality of delivery by trainers, to ensure that learners are receiving the best possible teaching and learning. IVs set best practice standards in centres.

Full details of TQUK's requirements for Internal Verification can be found in the Centre Handbook.

Internal Verifier Requirements

Internal verifiers must have relevant experience in delivering and/or assessing the subject they are internally verifying. This includes having a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance.

Internal verifiers must support tutors and assessors in their delivery and assessment of a qualification. They should also observe assessments.

All those who quality assure these qualifications internally must:

- meet the requirements of Skills for Health's QCF Assessment Principles(Appendix 1)
- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Show current evidence of continuing professional development in assessment and quality assurance
- Hold or be working towards one of the following qualifications or their recognised equivalent:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*
 - V1 Conduct internal quality assurance of the assessment process *or*
 - D34 Internally verify the assessment process
- or
- attend a CPD event for IVs held by TQUK

It is best practice that those who quality assure the qualification also hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment *or*
- Level 3 Certificate in Assessing Vocational Achievement, *or*
- A1 Assess candidate performance using a range of methods, *or*
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

Internal verifiers who do not hold one of the internal quality assurance qualifications listed above, must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance/Verification

External quality assurance (EQA) is carried out to ensure a centre is using valid, reliable, fair and ethical assessment and internal quality assurance processes. External quality assurers/verifiers (EVs) will be appointed by TQUK to approve a centre, and to monitor delivery, assessment and internal quality assurance.

Annual EV visits are provided free. Additional support visits can be requested at any time which will incur a charge. Additional support can include specific advice regarding particular qualification requirements, and/or assessment and internal quality assurance guidance.

If centres have any specific qualification questions, they should contact TQUK.

TQUK will make contact with a centre to arrange external quality assurance activities and may request information in advance of an EV visit.

Malpractice & Maladministration Policy

Definition of Malpractice

Malpractice is any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of TQUK
- the qualification or the wider qualifications community

Malpractice may include a range of issues from the failure to maintain appropriate records and systems to the deliberate falsification of records in order to claim certificates. It also covers misconduct and forms of unnecessary discrimination or bias towards certain or groups of learners.

Definition of Maladministration

Maladministration is any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g. inappropriate learner records).

Centre's Responsibility

It is important that centre staff involved in the management, assessment and quality assurance of TQUK qualifications, and learners, are fully aware of the contents of the policy and that centres have arrangements in place to prevent and investigate instances of malpractice and maladministration.

A failure to report suspected or actual malpractice/maladministration cases, or have in place effective arrangements to prevent such cases, may lead to sanctions being imposed on a centre (see TQUK's Sanctions Policy in the downloads section of the TQUK Management Suite for details of the sanctions that may be imposed).

TQUK can provide centres with guidance/advice/support on how to prevent, investigate, and deal with malpractice and maladministration.

A centre's compliance with this policy, and how it takes reasonable steps to prevent and/or investigate instances of malpractice and maladministration, will be reviewed by TQUK periodically through ongoing centre monitoring arrangements.

Should an investigation be undertaken into a centre, the head of centre must:

- respond speedily and openly to all requests relating to the allegation and/or investigation
- cooperate and ensure that staff cooperate fully with any investigation and/or request for information.

For full details of TQUK's policy on malpractice and maladministration, please refer to the homepage on the TQUK Management Suite.

The TQUK Management Suite

Once a centre registers with TQUK they will be given a centre login to the Management Suite where they will enter their centre details. The TQUK Management Suite holds information regarding the centre approval process.

The booking and management of a centre's qualifications with TQUK is user friendly and designed to help in the administration of qualifications.

Centres will be able to register learners and course details via their homepage on the Management Suite. A centre will be able to register:

- Course details
- Trainer/Tutor/Assessor and IV details
- Learner details
- Results for certification

Management Suite training will be given to each new centre, once approved.

Useful Websites

- Health and Safety Executive www.hse.gov.uk
- Office of Qualifications and Examinations Regulation www.ofqual.gov.uk
- Register of Regulated Qualifications <http://register.ofqual.gov.uk>
- Skills for Health <http://www.skillsforhealth.org.uk/>
- British Association of Counselling Psychotherapy http://www.bacp.co.uk/about_bacp/

For further details regarding approval and funding eligibility please refer to the following websites:

- Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England
- Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>
- DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales
- Department for Employment and Learning www.delni.gov.uk or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Units of Assessment

Title:	Using Counselling Skills K/502/6966	
Level:	2	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Know what core counselling skills are	1.1	Identify core counselling skills
	1.2	Describe how core counselling skills can be used in a counselling relationship and in other helping activities
2 Know how to establish a helping relationship	2.1	Describe the boundaries that need to be taken into account when starting a new helping relationship
	2.2	Describe how to agree objectives for a new helping relationship
3 Be able to use core counselling skills in a helping relationship	3.1	Demonstrate how to use core counselling skills in a helping relationship
	3.2	Discuss how effective the use of core counselling skills have been in developing the helping relationship
4 Know how to conclude a helping interaction	4.1	Describe useful strategies for ending relationships
	4.2	Describe the possible impact of a helping relationship ending
Assessment requirements: This unit must be assessed in accordance with Skills for Health's QCF Assessment Principles.		

Title:	Counselling Skills and Personal Development T/502/6632	
Level:	2	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1 Know how to develop self understanding	1.1	Identify own values and beliefs
	1.2	Outline how values and beliefs could have an effect on helping relationships
	1.3	Identify own motivation for helping others
	1.4	Identify own blocks to listening and learning
	1.5	Describe benefits of giving and receiving feedback for personal development
2 Know personal qualities relevant to the helping roles	2.1	Identify own personal skills and qualities which are strengths in relation to a helping relationship
	2.2	Identify areas for development in personal skills and qualities in relation to helping relationships
	2.3	Describe how to develop skills and qualities in the future
3 Know how to meet own support needs	3.1	Identify own support needs in order to contribute to a helping relationship
	3.2	Describe how to access own support
	3.3	Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills
4 Know how self reflection contributes to personal development	4.1	Describe own observations, thoughts, feelings and concerns when using counselling skills

	4.2	Outline the benefits of self reflection <ul style="list-style-type: none">• personal development• the use of counselling skills
Assessment requirements: This unit must be assessed in accordance with Skills for Health's QCF Assessment Principles		

Title:	Introduction to Counselling Skills Theories K/502/6630		
Level:	2		
Credit value:	4		
Guided learning hours:	30		
Learning outcomes The learner will:	Assessment criteria The learner can:		
1 Know elements of counselling theories	1.1	Describe key elements of psychodynamic theory	
	1.2	Describe key elements of person-centred theory	
	1.3	Describe key elements of cognitive-behavioural theory	
	1.4	Identify the key differences between the above theories	
2 Know the significance of counselling theory	2.1	Describe how counselling theory underpins the use of counselling skills	
<p>Assessment requirements:</p> <p>This unit must be assessed in accordance with Skills for Health's QCF Assessment Principles.</p>			

Title:	Diversity and Ethics in the Use of Counselling Skills M/502/6631	
Level:	2	
Credit value:	4	
Guided learning hours:	30	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1 Know how an ethical framework relates to the use of counselling skills	1.1	Identify an ethical framework
	1.2	Identify key aspects of the ethical framework
	1.3	Describe how the ethical framework informs own use of counselling skills
2 Know what discrimination means	2.1	Outline ways in which people experience discrimination
	2.2	Describe own experiences or observations of possible discrimination
3 Understand about anti-discriminatory practice	3.1	Describe key legal aspects of anti-discriminatory practice
	3.2	Explain how diversity impacts on the counselling relationship
	3.3	Explain ways to address difference and diversity in counselling skills practice
Assessment requirements: This unit must be assessed in accordance with Skills for Health's QCF Assessment Principles		

Appendix 1 - Assessment Strategy

Assessment Principles for Qualifications that Assess Occupational Competence Version 2.6 October 2012

1. Introduction

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out those principles and approaches to Qualifications and Credit Framework (QCF) unit/qualification assessment not already described in the Regulatory Arrangements for the QCF. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 These principles apply to qualifications and the units therein that assess occupational competence i.e. those under Purpose D.

2. Assessment Principles

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal QCF qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal QCF qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal QCF qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based;
- be occupationally competent in their area of expertise;
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.