

Access to HE Diploma Guide

Counselling

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 gateway
qualifications



learning your way

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About this Access to HE Diploma guide

This Access to HE Diploma specification is intended for Tutors, Assessors, Internal Quality Assurers, Quality Managers and other staff within Gateway Qualifications Access to HE approved providers/or prospective providers.

It sets out what is required of the learner in order to achieve the Access to HE Diploma. It also contains information specific to managing and delivering the Access to HE Diploma (s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Access to HE Provider Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this Access to HE Diploma you must be a Gateway Qualifications recognised centre and approved to offer Access to HE Diplomas.

If your centre is not yet recognised, or diploma approved, please contact our Development Team to discuss

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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1. Diploma Information

1.1 Overview of the Access to Higher Education Diploma

The Access to Higher Education (HE) Diploma is a nationally recognised qualification with common requirements relating to the description of learner achievement. The Diploma is:

- a level 3 qualification, regulated by the Quality Assurance Agency (QAA) for Higher Education
- a unitised qualification, based on units of assessment which are structured in accordance with the Access to HE unit specification
- a credit-based qualification, operated in accordance with the terms of the Access to HE credit specification
- a graded qualification, as determined by the Access to HE Grading Scheme.

Details of the credit framework and requirements relating to the award of credit are provided within the Quality Assurance Agency Recognition Scheme for Access to Higher Education: The Access to Higher Education Diploma specification 2013.

Individual named Diplomas are identified by separate titles and are validated at by Gateway Qualifications as an Access Validating Agency (AVA) recognised by the Quality Assurance Agency for Higher Education (QAA). Each Diploma has its own approved set of units of assessment, governed by rules of combination, which are appropriate to the subject of the particular Diploma. The common grading requirements apply to all individual Diplomas.

1.2 About this Diploma

The Diploma allows learners to undertake study related to counselling. Learners will have the opportunity to develop skills which will enable progression to a range of degree level programmes including a focus on counselling and psychology topics. Many learners join these types of degrees after following A level study, so the diploma will place the Access to HE learners on a level with those who have followed A level studies.

Learners will complete mandatory units which support an introduction to counselling and psychology, but then they will be able to research an area of interest to them in more depth. They will study a range of optional units covering the types of situations when counselling may be used, for example, following trauma or when there has been a bereavement or loss and have the opportunity to investigate specific aspects of psychology.

Ungraded units include units which will support access to higher education whilst supporting study and personal skills.

1.3 Purpose

The primary purpose of Access to HE Diplomas is to provide higher education progression opportunities for adults who, because of social, education or individual circumstances, may have achieved few, if any, prior qualifications.

1.4 Aims

The qualification aims to:

- reintroduce learners to education recognising prior skills and experience and the particular needs of those returning to learn
- offer learners a responsive, supportive return to learn experience at a level appropriate for entry to HE
- develop the appropriate skills such as study skills that are necessary to enable learners to succeed in their HE career
- address issues of widening participation and social inclusion
- raise learner awareness of the opportunities that a return to study and lifelong learning can bring.

1.5 Objectives

The objective of the Diploma is to enable learners to:

- satisfy the general academic requirements for entry to Higher Education
- prepare learners for HE level study generally and in subject areas appropriate to an intended HE course destination
- demonstrate appropriate levels of competence in subject specific skills and knowledge
- demonstrate practical, transferable and academic skills
- develop their confidence and ability to cope with a return to education at an advanced level
- enhance personal and career opportunities
- develop as independent and lifelong learners.

1.6 Sector Subject Area

1.3 Health and Social Care

1.7 Target groups

- Adults who, because of social, educational or individual circumstances may have achieved few, if any, prior qualifications and wish to progress to HE
- Adults who have gone straight into industry (perhaps following apprenticeship routes) who wish to progress to HE.

1.8 Delivery methods

Delivery methods for the Access to HE Diploma (Counselling) can include:

- Face to face
- Blended learning

Valuing Diversity: The Formation of Roles and Attitudes. This unit has opportunity for learners to reflect on own fears and origin in relation to unit content.

It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018.

The ungraded unit Understand Published Research for Social Scientists should be delivered before undertaking the research project unit.

Assessment methods should include:

Essays, projects, presentations, self-evaluation, academic posters, SWOT analysis, case studies, reports, role plays, reflective accounts, information booklet.

1.9 Achievement methodology

The Diploma will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

The qualification is therefore determined by successful achievement of all required unit assessments with no further requirement for additional/terminal assessment.

1.10 Geographical coverage

This qualification has been approved by for delivery in England.

1.11 Progression opportunities

Progression routes are into a range of degrees including:

BSc (Hons) Counselling
 BA (Hons) Counselling and Psychotherapy
 Foundation Degree in Counselling
 Psychology BSc (Hons)
 BA (Hons) Social Psychology
 BA (Honours) Social Sciences (Psychology)
 BA (Hons) Psychosocial Studies
 BA (Hons) Sociology with Psychosocial Studies

1.12 Equality, Diversity and Inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities and so meet the organisation's legal responsibilities to prevent discrimination.

In accordance it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Age

The course is designed to meet the needs of adults who have been out of full time education for a significant period of time and who have not achieved some or any formal qualifications. This generally would apply to learners over the age of 19.

2.2 Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units prior to undertaking this qualification.

Providers may ask learners for GCSEs as a mark of ability at Level 2 as an appropriate entry requirement to a Level 3 course.

2.3 Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding. However, learners would be expected to be able to demonstrate the skills and ability to study at Level 3.

2.4 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised providers have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the rigour of the assessment used to evidence the criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would disadvantage a learner with a disability, medical condition or learning need.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- permitting readers, signers, scribe, prompter, practical assistant
- changing or adapting the assessment method
- extra time, e.g. assignment extensions
- transcript
- use of assistive software where the software does not influence the learners' ability to demonstrate the skills, knowledge or understanding e.g. use of spellchecker in an English assessment

- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Details on how to make adjustments for learners is set out in the Reasonable Adjustment and Special Considerations Policy and Procedures.

2.5 Additional requirements/guidance

Learners must have a UK address (including BFO) to be registered on an Access to HE Diploma.

2.6 Recruiting learners with integrity

It is vital that providers recruit with integrity. Providers must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the provider undertaking the assessment of each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

3. Achieving the Access to HE Diploma

3.1 Qualification specification

The generic requirements for the Access to HE Diploma are that learners must achieve a total of 60 credits of which 45 credits must be achieved at level 3 from graded units that are concerned with academic subject and the remaining 15 credits can be achieved at level 2 or level 3 from units which are ungraded. It is recommended you include no more than 6 ungraded 'academic subject content' credits. The ungraded credits can be mandatory or optional within the Diploma. The approved Rules of Combination for this qualification are detailed below.

Where there is a selection of optional units within the permitted rules of combination, the selection of units to be used to form the Diploma course must be made before the learners are registered. Learners must be registered with Gateway Qualifications within 12 weeks of the start of the course or before application to UCAS, whichever is soonest.

3.2 Rules of Combination

The structure sets out the units required to be achieved the Access to Diploma, comprising of:

- Graded Academic mandatory units – Level 3
- Graded Academic optional units - Level 3
- Graded Research units - Level 3
- Ungraded units – Level 2/3.

Learners must complete at total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded.

Learners must complete at total of 60 credits of which 45 credits must be achieved at level 3 from graded units which are concerned with academic subject content and the remaining 15 credits must be achieved at level 3 from units which are ungraded. Learners must complete 30 Credits from the mandatory group, a maximum of 6 Credits from the Research optional group and the remaining 12 credits from the Counselling optional group. Learners must complete 15 ungraded credits.

Mandatory Units: Graded Academic Subject Content

Learners must achieve 30 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU026408	Applied Psychology	3	6	Academic	1, 2, 7	Essay Case studies	1500 words 2 x 750 words
QU026170	Applying Counselling Skills	3	6	Academic	3, 5, 7	2 x Role play (video recording/tutor observation) Reflective diary	2 x 15 minutes 1000 words
QU026410	Counselling: Personal and Professional Relationships	3	3	Academic	2, 7	Presentation (presentation handout and notes) and Q&A (tutor observation) Academic poster	10 minutes & 5 minutes Q&A 500 words
QU026412	Counselling Ethics and Values	3	3	Academic	5, 6, 7	Reflective journal Presentation and Q&A (tutor observation)	750 words 10 minutes & 5 minutes Q&A
QU026414	Counselling Theory and Approaches	3	6	Academic	1, 2, 7	Essay	3000 words
QU018136	Introduction to Counselling	3	3	Academic	2, 3, 5, 7	Information booklet Presentation (presentation handout, notes, tutor observation) without Q&A	1000 words 10 minutes
QU018126	Valuing Diversity: The Formation of Roles and Attitudes	3	3	Academic	1, 2, 7	Essay	1500 words

Graded Units: Research

Learners must achieve 6 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU026174	Research Skills for Counselling	3	6	Academic	1, 2, 3, 4, 7	Research diary Research proposal Report Evaluation	500 words 500 words 1500 words 250 words
QU026176	Social Research Methods for Counselling	3	6	Academic	2, 4, 5, 7	Project including observation Interview Questionnaire	1500 words and 500 words observation report 15 minutes interview and 250 words notes 250 words questionnaire

Optional Graded Units: Counselling

Learners must achieve a minimum of 9 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU025692	Atypical Development and Abnormal Behaviour	3	3	Academic	1, 7	Report	1500 words
QU026417	Mental Health and Counselling	3	3	Academic	1, 2, 7	Exam	1.5 hours closed book
QU026172	Support individuals through bereavement and loss	3	6	Academic	1, 2, 7	Case study analysis with plan Report	2000 words 1000 words

Unit Code	Unit Title	Level	Credits	Content	Grade Descriptors	Suggested Assessment Methods	Assessment Volume
QU026419	Understand the Impact of Trauma	3	3	Academic	1, 2, 7	Report Case study of services in own area	1000 words 500 words

Mandatory Units: Ungraded

Learners must achieve 12 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU025276	Academic Writing Skills	3	3	Other	Notes from a range of sources Essay plan Essay	300 words 200 words 1000 words
QU017819	Being a Reflective Learner	3	3	Other	Reflective accounts	1500 words
QU025532	Preparation for Higher Education	3	3	Other	Analysis, UCAS Statement, Preparing for interview questions, Chart	1,500 words in total
QU026158	Safeguarding Children, Young People and/or Vulnerable Adults	3	3	Academic	2 x case studies	2 x 750 words

Optional Units: Ungraded

Learners must achieve 3 credits from this group.

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
QU018346	Academic Reading Skills	3	3	Other	Exam	1.5 hours closed book
QU007560	Communication - Speaking and Listening	3	3	Other	Oral presentation Group discussion	15 minutes 15-20 minutes, Supporting

Unit Code	Unit Title	Level	Credits	Content	Suggested Assessment Methods	Assessment Volume
					Self evaluation	materials 500 words 200 words
QU028487	Promoting Wellbeing and Building Resilience	3	3	Other	Report	1500 words
QU025609	Work Placement	3	3	Other	Evaluation of Work Placement, Evaluation of Structure, Evaluation of Work Experience	1500 words

3.3 Additional completion requirements

Learners will probably require a pass in biology/science subject alongside maths and English at GCSE level to progress onto a degree course.

Delivery providers should make learners aware of HEI course entry requirements.

3.4 Recognition of Prior Learning

Recognition of prior learning is a process that considers if a learner can meet the specified assessment requirements through knowledge, understanding or skills that they already possess and that can contribute towards the attainment of a qualification for which they are undertaking.

For further information please refer Annex C, Access to HE Diploma Specification, <https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Diploma-Specification.pdf>

4. Access to HE Units of Assessment

4.1 Unit specification

A common unit specification applies to all units with Access to HE Diplomas the unit specification follows a standard template covering the following elements:

- title
- level
- credit value
- unit code
- learning outcomes
- assessment criteria
- grade descriptors
- type of unit (academic subject content or not).

The units of assessment for this Access to HE Diploma are contained within this Access to HE Diploma Guide.

4.2 Academic subject content

A unit is classified as having academic subject content, if the unit's knowledge and skills are directly related to the subject of the name of the Access to HE Diploma. Units will not meet the academic subject content requirement if they are principally concerned with personal development, generic English or mathematics, or study skills.

4.3 Graded and ungraded units

Graded units – grading operates at unit level and only applies to units which have been approved by Gateway Qualifications within a named Access to HE Diploma. Learner achievement for graded units is recorded as Pass, Merit or Distinction for each unit, as set out in the QAA Access to HE Grading Scheme, 2012. Graded units will also satisfy the criteria of academic subject content.

There is a common set of broad generic grade descriptors which are used as the basis for all grading judgements on all courses:

- 1 Understanding the subject
- 2 Application of knowledge
- 3 Application of skills
- 4 Use of knowledge
- 5 Communication and presentation
- 6 Autonomy / Independence
- 7 Quality.

The seven grade descriptors are not subject specific. They can, however, through careful selection and in appropriate combinations, be used on all courses, with all units and for all

assignments. The descriptors to be used with a particular unit are selected with reference to the main aspects of learner performance that need to be taken into account when grading decisions are made for that unit. They are formally assigned to the unit when it is validated.

Each of the seven grade descriptors comprises two sets of components, one which describes characteristics or qualities typical of performance at merit, and a parallel set of components which describes typical performance in the same areas at distinction. (There are no components for pass, because a pass grade is gained when a learner meets the learning outcomes but does not achieve the standard required for merit.) Some of these components are more relevant to certain subjects than others and some particular terms are also more relevant for use with particular types of assessment than others. In order to ensure the grade descriptors are relevant for specific assignments, tutors identify the components of the descriptors being used that are most relevant for the particular assignment. The selected components of the descriptors (at merit and distinction) are then included in the assignment brief(s).

The grading scheme is not based on an assumed one-to-one relationship between the grade descriptors and learning outcomes (although it is possible that in some units, because of the way the learning outcomes have been structured, something close to a one-to-one relationship may emerge). In general, however, judgements about learner work in relation to grading apply across the work for a unit, whether that unit is assessed through one, or more than one, assignment.

The full Grade Descriptors can be accessed by the following link, which also provides detailed information on grading:

<http://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Access-Grading-Scheme-Section-B.pdf>

4.4 Revisions to Access to HE Units of Assessment

Gateway Qualifications reserves the right to review and amend units of assessment and will issue providers notification of the changes to the units of assessment. Gateway Qualifications undertakes regular unit reviews to ensure currency of units, providers are required to use updated versions where units are replaced.

5. Assessment and Quality Assurance

5.1 Provider requirements

Providers must be approved by Qualifications as centre and are required to ensure that:

- the main base is in the UK
- systems are in place to ensure that only learners with a UK address (including BFO) are registered for an Access to HE Diploma
- there are clear arrangements for the day-to-day operational management and coordination of Access to HE delivery.
- there are appropriate facilities and resources at each site, and for each mode of delivery
- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- arrangements are in place to provide pre-course guidance to applicants and criteria for selection and admission to Access to HE Diplomas and are consistent with QAA requirements with respect to admissions.
<https://www.accesstohe.ac.uk/AboutUs/Publications/Documents/Guidance-admission-of-learners-AHE-07.pdf>.
- expertise and resources to provide information, advice and guidance on HE applications and progression opportunities.
- Systems for maintaining secure records of individual learners' registration and achievement
- internal moderation arrangements that meet Gateway Qualification requirements.
- arrangements for internal course monitoring and self-evaluation and feedback
- procedures and criteria for the recognition of prior learning that meet Gateway Qualifications requirements.
- quality assurance procedures relating to the delivery of provision, including transparent processes for handling appeals and complaints.

Providers should refer to the Gateway Qualifications' Access to HE Provider Handbook for further information on centre requirements.

5.2 Staffing requirements

Providers are required to ensure that:

- staff have the professional competence and skills to teach and assess necessary to teach and assess the units available on the Diploma
- staff have expertise to provide information, advice and guidance on HE applications and progression opportunities.

5.3 Facilities and resources

Centres should ensure that it provides facilities for students to receive support and guidance on personal and academic support in relation to the subject area.

5.4 Quality Assurance Requirements

Gateway Qualifications applies a quality assurance model to the Access to HE Diploma of:

- internal assessment and internal verification by the provider
- moderation by Gateway Qualifications comprising of centre moderation and subject moderation.

These processes are set out within Quality Assurance section of the Gateway Qualifications' Access to HE Provider Handbook.

5.5 Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

6. Unit Details

Mandatory Units: Graded Academic Subject Content

Access to HE Diploma Unit

Unit Code:	QU026408		
Title:	Applied Psychology		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay ~ 1500 words 2 x case studies ~ 750 words each		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand key approaches in psychology.	1.1 Explain a range of different perspectives in psychology, including; biological, behaviourist, cognitive, psychoanalytic and humanist approaches.
2 Understand the differences between a variety of psychological approaches.	2.1 Compare and contrast the different perspectives in psychology (biological, behaviourist, cognitive, psychoanalytic and humanist approaches). 2.2 Evaluate the strengths and weakness of a range of psychological perspectives.
3 Understand how psychological perspectives can be applied to practice.	3.1 Discuss relevant psychological perspectives for given situations. 3.2 Evaluate suggested psychological interventions in the given situations.

Access to HE Diploma Unit

Unit Code:	QU026170		
Title:	Applying Counselling Skills		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	2 x Role play (video recordings/tutor observation) ~ 2 x 15 minutes Reflective diary ~ 1000 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to practise counselling skills ethically and safely.	1.1 Facilitate an appropriate physical and psychological environment in which to practise counselling skills. 1.2 Use counselling skills within an ethical framework. 1.3 Work within limits of own ability. 1.4 Suggest relevant sources of support when own limits are exceeded.
2 Be able to maintain appropriate boundaries when using counselling skills.	2.1 Establish appropriate personal and time boundaries. 2.2 Establish the nature and limits of confidentiality.
3 Know how to communication skills when helping others.	3.1 Use a wide range of active listening skills in a counselling situation. 3.2 Identify a range of question styles to encourage the person being helped to explore key issues.
4 Be able to demonstrate core qualities required in counselling.	4.1 Demonstrate the core qualities of empathy, acceptance and

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p style="padding-left: 40px;">congruence within a counselling situation.</p> <p>4.2 Enable the person being helped to focus on their own needs and concerns, without leading them.</p>
5 Be able to manage own feelings.	5.1 Manage own feelings in order to ensure they do not have a negative impact on the person being helped.

Access to HE Diploma Unit

Unit Code:	QU026410		
Title:	Counselling: Personal and Professional Relationships		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2 - Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Presentation ~ 10 minutes plus 5 minutes Q&A (tutor observation) Academic Poster ~ 500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand different personal and professional relationships.	1.1 Evaluate different interpersonal roles and styles, peer influence and power in relationships. 1.2 Explain <ul style="list-style-type: none"> a) power imbalance within relationships. b) dual relationships and their appropriateness and inappropriateness.
2 Understand professional relationships between service users and counselling professionals	2.1 Explain different types of professional relationship which exist between service users and particular professionals. 2.2 Discuss the development and maintenance of professional relationships between colleagues and between counselling professionals and service users

Access to HE Diploma Unit

Unit Code:	QU026412		
Title:	Counselling Ethics and Values		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD5- Communication and Presentation • GD6- Autonomy/Independence • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Reflective journal Presentation and Q&A (tutor observation)		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the values that inform counselling practice.	1.1 Explain critically and effectively why values such as those defined by the BACP are important to both counsellors and clients alike.
2 Understand the principles that govern counselling practice.	2.1 Explain critically why principles such as non maleficence could be helpful to clients.
3 Understand the personal moral qualities that are expected of professional counsellors.	3.1 Summarise the personal moral qualities expected of a counsellor. 3.2 Explain why it is important for counsellors to aspire to these qualities. 3.3 Analyse own strengths and areas for development linked to the personal moral qualities put forward by the BACP.

Access to HE Diploma Unit

Unit Code:	QU026414		
Title:	Counselling Theory and Approaches		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Essay ~ 3000 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the main concepts associated with cognitive behavioural therapy.	1.1 Analyse the underlying assumptions, key approaches and main goals of cognitive behavioural therapy. 1.2 Discuss examples of negative thought patterns and irrational beliefs. 1.3 Draw conclusions about the use of practical skills to challenge irrational beliefs and negative thinking.
2 Understand the main concepts associated with the humanistic approach to counselling.	2.1 Explain the concepts of Maslow's Hierarchy of Needs. 2.2 Define and distinguish between: a) Self concept b) Ideal self c) Organismic self. 2.3 Critically evaluate the importance of the theory of person centred counselling to the practice of counselling.
3 Understand the main concepts associated with psychodynamic theory.	3.1 Identify three main concepts of psychodynamic theory,

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>3.2 Draw conclusions about working practically with the key concepts of psychodynamic therapy.</p> <p>3.3 Critically evaluate the advantages and disadvantages of psychoanalysis theory as a counselling approach.</p>
<p>4 Understand the main concepts of ego states associated with transactional analysis.</p>	<p>4.1 Define the three main ego states and their subdivisions.</p> <p>4.2 Draw conclusions about the application of the key assumptions of transactional analysis in a practical setting.</p>
<p>5 Be able to critically reflect on own development.</p>	<p>5.1 Critically reflect on personal training and development.</p>

Access to HE Diploma Unit

Unit Code:	QU018136		
Title:	Introduction to Counselling		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of knowledge • GD3-Application of skills • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the difference between counselling and other forms of helping.	1.1 Critically compare and differentiate between counselling and other helping professions. 1.2 Explain the role of the counsellor. 1.3 Explain the risks when unqualified people describe themselves as counsellors. Counselling is an unregulated area currently, but it is important that people offering counselling have some level of training. 1.4 Explain the importance of using correct terminology when working with clients as an unqualified trainee counsellor
2. Understand the role and limitations of a counsellor.	2.1 Assess the role and limitations of a counsellor.
3 Know the skills used by counsellors.	3.1 Explain the skills used by counsellors. 3.2 Demonstrate how the initial therapeutic relationship should be

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>established between a counsellor and client.</p> <p>3.3 Demonstrate counselling skills.</p>

Access to HE Diploma Unit

Unit Code:	QU018126		
Title:	Valuing Diversity: The Formation of Roles and Attitudes		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand attitude formation.	1.1 Explain the origins and foundation of attitudes with reference to psychological and sociological theory. 1.2 Explain cultural influences and the role of peer membership in attitude development and expression.
2 Understand the role of social context and power in influencing behaviour.	2.1 Discuss the role of social context on behaviour and explain the effect social context has on interaction between individuals. 2.2 Evaluate relations of power with particular emphasis on class, gender, age and ethnicity.
3 Understand the impact of attitudes on behaviour and perceptions.	3.1 Explain with reference to relevant theory, factors that influence behaviour and perception. 3.2 Discuss ways of counteracting the impact of prejudice and discrimination on the individual.

Graded Research Units

Access to HE Diploma Unit

Unit Code:	QU026174		
Title:	Research Skills for Counselling		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD3-Application of skills • GD4-Use of information • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Research diary ~ 500 words Research proposal ~ 500 words Report ~ 1500 words Evaluation ~ 250 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand research methods and their uses.	1.1 Evaluate the use of different research methods for a specific research purpose.
2 Be able to plan a research project.	2.1 Establish research aims related to the research topic. 2.2 Produce a detailed research proposal with specific timescales and milestones for completion of the research. 2.3 Justify its relevance for the subject area.
3 Be able to carry out a research project.	3.1 Carry out research that adheres to: <ol style="list-style-type: none"> a) the research proposal b) ethical guidelines c) agreed timescales.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Be able to produce a report on research using a standard format.</p>	<p>4.1 Report on research using a standard format. 4.2 Evaluate findings in relation to the research aims. 4.3 Use an accepted method of referencing source material.</p>
<p>5 Be able to evaluate a research project.</p>	<p>5.1 Evaluate a research proposal and its procedures. 5.2 Evaluate methods used to research the subject area.</p>

Access to HE Diploma Unit

Unit Code:	QU026176		
Title:	Social Research Methods for Counselling		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD2-Application of Knowledge • GD4-Use of Information • GD5-Communication and presentation • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	<p>Project including observation ~ 1500 words, 500 words observation report 15 minutes interview and 250 words notes Interview and questionnaire ~ 250 words questionnaire</p> <p>It should be noted that where learners are conducting primary research, their suggested research project should be scrutinised prior to commencement to check that ethical considerations have taken place. In addition, agreement from the interviewees must be obtained to ensure compliance with the General Data Protection Regulations, 2018.</p>		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the different methods of social research.	1.1 Explain the use of observations, interviews and questionnaires in social research.
2. Understand a range of social research methods.	2.1 Evaluate three areas for primary research. 2.2 Justify the use of observation, interview or questionnaire for each aim. 2.3 Review material and information pertinent to research. 2.4 Produce completed observation, interview and questionnaire.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>3. Understand how to reflect on social research methodology.</p>	<p>3.1 Discuss and draw conclusions from data gathered through observation, interview and questionnaire.</p> <p>3.2 Critically evaluate the use of observation, interview and questionnaire methods of investigation.</p> <p>3.3 Clarify any ethical considerations associated with the research and use appropriate protocols as needed.</p>

Optional Graded Units: Counselling

Access to HE Diploma Unit

Unit Code:	QU025692		
Title:	Atypical Development and Abnormal Behaviour		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> GD1-Understanding the subject GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Report ~ 1500 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the problems associated with defining abnormality.	1.1 Discuss the difficulties associated with psychologists' attempts at defining abnormality.
2 Understand the symptoms and causes of an abnormal and developmental disorder in relation to models of abnormality.	2.1 Describe the symptoms of one abnormal and one developmental disorder. 2.2 Evaluate the cause of the disorders. 2.3 Relate the causes of these disorders to models of abnormality.
3 Understand how an abnormal or developmental disorder is treated.	3.1 Explain one method for treating an abnormal or developmental disorder. 3.2 Evaluate the effectiveness of the treatment method identified.
4 Understand the effects of an abnormal or developmental disorder on the individual and others.	4.1 Discuss the effects of an abnormal or developmental disorder on the individual and others. Others may include family, friends or carers or wider society.

Access to HE Diploma Unit

Unit Code:	QU026417		
Title:	Mental Health and Counselling		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Exam ~ 1.5 hours closed book		

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the problems in defining mental health across the spectrum.	1.1	Explain the difficulties in defining mental health across the spectrum.
2	Understand the different psychological explanations given for the cause of a specific common mental health problem (CMHP).	2.1	Explain the causes of a specific CMHP from different perspectives within psychology Different perspectives include medical, psychodynamic, behaviourist, cognitive and humanistic theories.
3	Understand the different approaches for managing a specific CMHP from different psychological perspectives.	3.1	Explain different approaches for managing a specific CMHP from different psychological perspectives.

Access to HE Diploma Unit

Unit Code:	QU026172		
Title:	Support individuals through bereavement and loss		
Unit Level:	Level 3	Unit Credit:	6
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Case study analysis with plan ~ 2000 words Report ~ 1000 words		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the effects of bereavement and loss on individuals.	1.1 Explain how an individual may feel immediately following the loss or death of a loved one. 1.2 Analyse how the bereavement journey may be different for different individuals across the lifespan.
2 Understand principles for supporting individuals who are bereaved.	2.1 Compare theories of loss. 2.2 Explain the importance of taking into account the individual's age, spirituality, culture and beliefs when providing support for loss or bereavement. 2.3 Explain importance of empathy in supporting an individual who has suffered bereavement or loss.
3 Know how to support individuals to express their response to loss.	3.1 Describe how to create an environment where the individual has privacy to express their emotions. 3.2 Explain active listening skills which can be used to support the individual to express their thoughts, feelings and distress.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Know how to assess an individual's level of distress and their capacity for resilience.</p>	<p>4.1 Describe how to assess the individual's level of distress and their capacity for resilience.</p> <p>4.2 Draft a programme of support for an individual and others (where appropriate).</p> <p>4.3 Explain the importance of negotiating an agreement with an individual for a referral to a specialist agency where required.</p>

Access to HE Diploma Unit

Unit Code:	QU026419		
Title:	Understand the Impact of Trauma		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Graded		
Grade descriptors:	<ul style="list-style-type: none"> • GD1-Understanding the subject • GD2-Application of knowledge • GD7-Quality 		
Academic subject content/other:	Academic Subject Content		
Suggested assessment details:	Report ~ 1000 words Case Study of Services in own local area ~ 500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the impact of trauma on victims, survivors and perpetrators.	1.1 Explain how trauma can impact on individuals. 1.2 Explain the importance of recognising the impact on both direct and indirect victims of trauma.
2 Understand the use of ACE (Adverse Childhood Experience) Scale in assessing trauma.	2.1 Explain the purpose of the ACE scale for assessing victims of trauma.
3 Be able to identify sources of support for victims of trauma.	3.1 Assess relevant support and other services available to support victims of trauma in the local area. 3.2 Evaluate the most appropriate sources of support or advice to meet specific needs.

Mandatory Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU025276		
Title:	Academic Writing Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Notes from a range of sources ~ 300 words Essay plan ~ 200 words Essay ~ 1,000 words		

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to record information from a range of sources.	1.1 Use note-taking skills to prioritise key points from a range of sources.
2 Be able to plan and develop a structured framework for extended writing, including an introduction, main body and conclusion.	2.1 Develop a detailed essay plan for an extended piece of writing, which organises meaning and ideas coherently and effectively. 2.2 Include detailed planning for an introduction, main body and conclusion to the essay.
3 Be able to proofread and edit own writing effectively.	3.1 Produce an essay draft which shows evidence of proofreading and editing.
4 Be able to present information and opinion in a written format, using language, style and conventions appropriate to academic writing.	4.1 Communicate with clarity and detail to convey meaning and ideas effectively. 4.2 Write following conventions of sentence structure, punctuation, paragraphing, spelling and grammar. 4.3 Use appropriate style and register which shows an awareness of audience.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
5 Be able to understand and use a standard form of referencing.	5.1 Use accurately a standard form of referencing that reflects a range of sources.

Access to HE Diploma Unit

Unit Code:	QU017819		
Title:	Being a Reflective Learner		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to assessment grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Demonstrate the process of reflection to review personal learning from study.	1.1 Analyse and evaluate personal learning progress over a course of study. 1.2 List and order personal priorities related to study and learning.
2. Demonstrate the process of reflection to review participation in group learning.	2.1 Analyse own contribution to group learning situations over a course of study.
3. Demonstrate the process of reflection to review being an independent learner.	3.1 Evaluate personal ability to become an independent learner. 3.2 Analyse own optimum learning styles and conditions.

Access to HE Diploma Unit

Unit Code:	QU025532		
Title:	Preparation for Higher Education		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand how to identify opportunities for Higher Education.	1.1 Use information sources to research Higher Education courses. 1.2 Analyse processes and procedures necessary to gain entry to Higher Education. 1.3 Analyse information on Higher Education courses and make appropriate realistic choices.
2 Understand the process of completing a Higher Education application form.	2.1 Complete an application form with excellent attention to detail, meeting a given deadline. 2.2 Summarise and evaluate personal experiences, achievement and goals, communicating these clearly in a personal statement.
3 Understand preparation required for the interview process.	3.1 Conduct further personal research into courses at relevant institutions in preparation for an interview. 3.2 Prepare provisional answers to anticipated questions, making excellent use of previous experience and recent study.
4 Understand the need to prepare for the transition to Higher Education.	4.1 Analyse the personal and academic qualities needed for successful study in Higher Education.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>4.2 Explain likely practical problems and barriers in moving to higher education and seek strategies for overcoming these.</p> <p>4.3 Analyse the nature of study in Higher Education.</p>

Access to HE Diploma Unit

Unit Code:	QU026158		
Title:	Safeguarding Children, Young People and/or Vulnerable Adults		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Academic		
Suggested assessment details:	Case study response ~ 2 x 750 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand what 'safeguarding' is.	1.1 Explain the concept of safeguarding children, young people and vulnerable adults. 1.2 Explain duties of a specific professional role related to safeguarding children, young people and/or adults. 1.3 Explain 'significant harm' in the context of safeguarding.
2 Understand how to recognise abuse.	2.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. 2.2 Discuss ways in which an individual's health, well-being and development can be damaged by an abusive situation.
3 Understand the legal framework involved in safeguarding children, young people and vulnerable adults.	3.1 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children, young people and/or vulnerable adults. 3.2 Explain what is meant by partnership working in the context of safeguarding.

Optional Units: Ungraded

Access to HE Diploma Unit

Unit Code:	QU018346		
Title:	Academic Reading Skills		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to demonstrate the use of different reading techniques.	1.1 Annotate text after using skimming, scanning and active reading techniques. 1.2 Summarise text after using skimming, scanning and active reading techniques.
2 Explain, with examples, how language used in texts can reveal assumptions and prejudice.	2.1 Identify and explain instances of opinion and bias in text. 2.2 Analyse the use of objective and emotive language in a text.
3 Demonstrate how to apply critical reading techniques to texts.	3.1 Analyse the strengths and weaknesses of an argument from at least two texts. 3.2 Critically evaluate an argument.

Access to HE Diploma Unit

Unit Code:	QU007560		
Title:	Communication - Speaking and Listening		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Give a short presentation about a straightforward subject.</p>	<p>1.1 Speak clearly using language, tone and style appropriately to the purpose, subject, audience and situation.</p> <p>1.2 Present information in a structured sequence so that ideas and concepts are easily followed by the audience.</p> <p>1.3 Use appropriate supporting material to illustrate presentation.</p> <p>1.4 Respond appropriately and sensitively to questions from the audience.</p>
<p>2 Take part in discussions.</p>	<p>2.1 Give and obtain information and exchange ideas in discussion on both familiar and unfamiliar subjects.</p> <p>2.2 Organise contributions to match the demands of the discussion, use vocabulary precisely, deal with sensitive issues appropriately and take account of the audience, subject, situation and purpose of the discussion and own role in it.</p> <p>2.3 Take forward the discussion and create opportunities for others to contribute by asking follow up questions, listening to and interpreting other points of view</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
	<p>sensitively or inviting others to contribute their views.</p> <p>2.4 Respond appropriately to questions.</p>

Access to HE Diploma Unit

Unit Code:	QU028487		
Title:	Promoting Wellbeing and Building Resilience		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Refer to Assessment Grid		

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the physical and psychological impact of pressure and stress on mental wellbeing.	1.1 Explain the physical and psychological impact of pressure and stress on mental wellbeing.
2. Understand the connection between mental wellbeing and resilience.	2.1 Analyse the connection between mental wellbeing and resilience.
3. Understand the factors that can improve wellbeing and build resilience.	3.1 Explain factors that can improve wellbeing. 3.2 Explain factors that can negatively affect wellbeing and how to avoid them. 3.3 Explain the behaviours associated with resilience. 3.4 Explain ways to build resilience.
4. Understand how to manage an individual's mental wellbeing and the support available to them.	4.1 Evaluate the methods for managing and maintaining mental wellbeing and building resilience. To include practical and theoretical methods such as breathing exercises to reduce stress, mindfulness techniques. 4.2 Analyse the types of support available from different sources.

Access to HE Diploma Unit

Unit Code:	QU025609		
Title:	Work Placement		
Unit Level:	Level 3	Unit Credit:	3
Grading type:	Ungraded		
Academic subject content/other:	Other		
Suggested assessment details:	Report ~ 1500 words		

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to analyse own work placement role within a work setting.	1.1 Evaluate own work placement role within the work setting.
2 Understand the structure of the wider organisation.	2.1 Analyse the structure of the wider organisation.
3 Be able to demonstrate how work experience relates to own course of study.	3.1 Evaluate how work experience relates to own course of study. 3.2 Reflect on self-development over the period of the placement.

7. What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

8. Gateway Qualifications

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