



Higher National Unit Specification

General information

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Unit code: J2RG 37

Superclass: PS

Publication date: September 2019

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The aim of this unit is to develop learners' knowledge of the ethics and professional standards that underpin the essential skills, principles and competences that are required to begin working with young people in the age range 10–18 years.

This unit is suitable for registered counsellors already practicing in the adult counselling context who wish work towards a qualification that will also enable them to work with children and young people.

It is also appropriate for learners currently undertaking adult-focused counselling or psychotherapy training courses who wish to learn more about working therapeutically with children and young people between the ages of 10–18.

The content of this unit is underpinned by the British Association of Counselling and Psychotherapy (BACP) Ethical Framework for the Counselling Professions and aligned with the BACP Counselling Young People (11–18 years) Training Curriculum.

Outcomes

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

- 1 Explain the professional standards essential for working safely with children and young people in different counselling settings.
- 2 Communicate and engage appropriately and effectively when supporting young people of different ages and at different developmental stages.
- 3 Recognise how mental health issues can emerge and present in young people.
- 4 Critically evaluate own readiness to support the mental health of young people.

Higher National Unit Specification: General information (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Credit points and level

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

Recommended entry to the unit

Entry is at the discretion of the centre, however, learners must have successfully completed or be working towards a core counselling qualification at SCQF level 8 or above, eg the HN Diploma in Counselling at SCQF level 8.

Core Skills

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

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

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This is a mandatory unit in the PDA in Counselling Children and Young People (10–18) at SCQF level 11 and may also be taken as a stand-alone unit for the purposes of continuing professional development (CPD).

The content incorporates elements 2, 3, 4, 5, 7 and 8 of the National Generic Competences for Counselling Children and Young People.

Equality and inclusion

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

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

Higher National Unit Specification: Statement of standards

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

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

Outcome 1

Explain the professional standards essential for working safely with children and young people in different counselling settings.

Knowledge and/or skills

- ◆ Ethical and professional principles and guidelines that underpin working with young people
- ◆ Impact that differing organisational contexts can have on the counselling service
- ◆ Key factors of a counselling service for young people in schools
- ◆ Key factors of a counselling service for young people in a voluntary or community setting
- ◆ Responding appropriately to identified child protection and safeguarding concerns
- ◆ Identification and assessment of risk and actions to take when required

Outcome 2

Communicate and engage appropriately and effectively when supporting young people of different ages and at different developmental stages.

Knowledge and/or skills

- ◆ Implications on therapeutic work of the client's developmental stage and transitions
- ◆ Range of appropriate communication methods dependent upon age and developmental stage of client
- ◆ Agreeing therapeutic contracts and goals with young people

Outcome 3

Recognise how mental health difficulties can emerge and present in young people.

Knowledge and/or skills

- ◆ Factors that can promote emotional resilience and wellbeing in young people
- ◆ Factors that are associated with the development of mental health problems in young people
- ◆ How mental health difficulties may present in young people — and the impact these difficulties can have on their lives

Higher National Unit Specification: Statement of standards (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Outcome 4

Critically evaluate own readiness to support the mental health of young people.

Knowledge and/or skills

- ◆ Importance of applying theory to own professional practice when working safely with young people
- ◆ Safe working in a therapeutic relationship with young people
- ◆ Importance of working within own competence and recognising where onward referral is necessary
- ◆ Importance of honest reflection and tutor and peer feedback when evaluating own readiness to practice

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ explain the current ethical and professional principles and guidelines that underpin and inform the essential skills and competences that are required to begin working with young people in the age range 10–18 years.
- ◆ identify and critically appraise ethical conflicts in relation to confidentiality, information sharing, capacity and consent.
- ◆ explain how to identify and respond appropriately to a range of child protection and safeguarding concerns.
- ◆ recognise how child and adolescent development and transitions impact on the client, their presentation in counselling and any implications for therapeutic work.
- ◆ examine the different ways young people communicate and express themselves depending on their age and developmental stage.
- ◆ demonstrate the ability to communicate and engage with clients of different ages and at a range of developmental stages.
- ◆ demonstrate the skills required to be able to contract, establish and agree therapeutic focus/goals for counselling with young people, and how to bring the work to a close.
- ◆ demonstrate the ability to identify and assess potential risk, and know how to act if a young person is at risk.
- ◆ explain how mental health difficulties can emerge and present in young people.
- ◆ identify own limits of competence, and explain how and when an onward referral is appropriate.
- ◆ critically appraise the impact that different organisational contexts can have on young peoples' counselling services and how to manage any ethical tensions.
- ◆ explain the importance of working collaboratively with other professionals across a range of services.
- ◆ evaluate self-awareness in relation to the essential skills and competences that are required to begin working with young people in the age range 10–18 years and own readiness to begin practice with young people.



Higher National Unit Support Notes

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The aim of this unit is to develop learners' knowledge of the ethical and professional standards and possible issues that are pertinent to working with children and young people age 10 to 18 in order to prepare them for practice with this age group.

Learners will develop their abilities in risk assessment including identification of child protection and safeguarding concerns and know how to respond appropriately to such concerns prior to working with clients in placement.

The following topics will be covered within the unit.

- ◆ Key principles that inform ethical practice and appropriate standards of conduct (with reference to BACP's current Ethical Framework for the Counselling Professions)
- ◆ Identifying and dealing with potential ethical conflicts
- ◆ Making the best use of professional support networks and clinical supervision
- ◆ Understanding own limits of competence
- ◆ How to identify and carry out onward referral if necessary
- ◆ Identifying and minimising the potential for harm
- ◆ Working in collaboration with other professionals
- ◆ Legislation relating to capacity and informed consent
- ◆ Gaining consent from service users for counselling interventions
- ◆ Age and developmentally appropriate communication
- ◆ Parent/carer rights and responsibilities
- ◆ Taking young peoples' needs into account when making welfare decisions that pertain to them
- ◆ Maintaining confidentiality and managing disclosures and requests for information by third parties
- ◆ Boundaries of the work and maintaining appropriate standards of conduct
- ◆ Data protection legislation and disclosure of information
- ◆ Keeping and maintaining appropriate records
- ◆ Appropriate communication with service users, other practitioners and services

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

- ◆ Issues of difference and equality (anti-oppressive and anti-discriminatory practice)
- ◆ An overview of legislation relating to mental health, education and equality
- ◆ Self-awareness in relation to the content of this subject area
- ◆ Signs and symptoms of physical, emotional, sexual and verbal abuse
- ◆ Signs and symptoms of bullying including physical, verbal, emotional, cyber-bullying.
- ◆ Signs and symptoms of neglect
- ◆ The effects of abuse, bullying and neglect on a young person
- ◆ Risk factors associated with abuse and neglect including parental and social and risk factors associated with the individual young person
- ◆ Protective factors
- ◆ Child protection principles applicable to different settings
- ◆ Maintaining a young person-centred approach to ensure a consistent focus on the welfare of the young person and on their feelings and viewpoints
- ◆ Responding to and reporting child protection concerns/suspicions of risk to appropriate internal and external partners/agencies
- ◆ Statutory responsibilities of adults (eg parents/carers, school staff) to keep young people safe from harm
- ◆ Relevant legislation and local policies and procedures that underpin responses to child protection concerns
- ◆ Appropriate recording of information Local policies on confidentiality and information sharing
- ◆ Statutory responsibilities of adults to keep young people safe
- ◆ Different forms of clinical risk routinely assessed in practice, eg suicide, self-harm, harm to others, etc
- ◆ Different types of risk, and protective factors
- ◆ The aims of risk assessment in terms of improvement and prevention for the young person
- ◆ Using risk assessment tools
- ◆ Different stages of risk assessment and by whom these might be conducted
- ◆ Consideration of the young person's developmental age and ways in which this affects their perception and understanding of behaviours and risk
- ◆ Awareness of the limitations of own expertise
- ◆ Gaining support/advice from appropriate professionals
- ◆ How to identify and carry out onward referral if necessary

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Outcome 2

- ◆ Child and adolescent development to include physical, cognitive, social and emotional development
- ◆ Age-appropriate and problematic behaviours
- ◆ Developmental stages, including physical, affective and interpersonal, cognitive, language, social and psychosexual milestones
- ◆ Implications of developmental stages for therapeutic work
- ◆ Effects of developmental transitions on young people
- ◆ Interaction between aspects of a young person's development and contextual factors
- ◆ Fundamentals of attachment theory and its implications for: cognitive, emotional and social development
- ◆ Development of relationships with parent/carers, siblings and peers
- ◆ Development of emotional wellbeing, self-regulation, mental health and mental health problems
- ◆ Development of resilience
- ◆ Adopted or looked after young people
- ◆ Engagement in the therapeutic relationship and process
- ◆ Influence of the parent/carer on development
- ◆ Importance of play for all aspects of social, cognitive and emotional development
- ◆ Young peoples' ability to articulate emotions and thoughts, and behavioural communication
- ◆ Using developmentally and age-appropriate language
- ◆ Engaging with the young person's perspective
- ◆ Language, attitudes, behaviours and interests in relation to age and developmental stage
- ◆ Staying close to the young person's language, emotional state and developmental capacities
- ◆ Making adjustments if the young person is finding engagement difficult
- ◆ Using play materials and other creative resources to aid engagement
- ◆ Value of young-person-led rather than adult led play activity
- ◆ Using scaffolding communication
- ◆ Using scaling
- ◆ Engaging with young people when a parent and/or carer is present
- ◆ Neutrality in relation to problematic behaviour

Beginnings

- ◆ Agreeing the boundaries for therapeutic work with young people
- ◆ Explaining confidentiality and its limits to young people
- ◆ Explaining and agreeing how records will be kept
- ◆ Explaining complaints procedures
- ◆ Agreeing the timing and number of counselling sessions
- ◆ Explaining what happens if the young person does not attend sessions
- ◆ How to draw on the initial assessment of a young person and establish and agree a therapeutic focus/goal(s) with a young person

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Endings

- ◆ Working collaboratively with young people to identify when they may be ready to end counselling
- ◆ Initiating and negotiating endings
- ◆ Helping young people to make effective use of the ending phase of counselling
- ◆ Reviewing young people's progress in counselling
- ◆ Exploring with young people future counselling interventions and other sources of support

Outcomes 3 and 4

- ◆ How factors such as good physical health, high self-esteem, secure attachments and higher levels of social support promote wellbeing and emotional resilience
- ◆ Ways in which mental health difficulties and conditions emerge and present in young people
- ◆ Social, psychological, family and biological factors associated with the development and maintenance of mental health problems
- ◆ Ways in which mental health problems can impact on family functioning, maintaining intimate family and social relationships, and/or the capacity to maintain employment and/or study
- ◆ The incidence and prevalence of mental health presentations across different cultures, ethnicities and social classes
- ◆ Working within limits of competence
- ◆ How to identify and carry out onward referral if necessary
- ◆ The impact of organisational ethos, culture, structure, service remit/operational context, etc on young peoples' counselling services
- ◆ Organisational policies that govern the delivery of counselling services, such as confidentiality, personal data management, child protection and safeguarding
- ◆ Organisational policies for monitoring, reviewing and evaluating the counselling service

Working in schools

- ◆ Critical transition periods during young peoples' school careers
- ◆ The impact of the school context on young peoples' counselling services
- ◆ Client confidentiality in school settings
- ◆ Information sharing in school settings
- ◆ Client autonomy in school settings
- ◆ Dealing with safeguarding issues in school settings
- ◆ Managing tensions between the need to share information and the need for client confidentiality
- ◆ Working collaboratively in school contexts
- ◆ Accepting referrals and procedures for onward referral
- ◆ Managing missed appointments

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Working in voluntary and community settings

- ◆ Referral routes and cross-agency referral protocols
- ◆ Alternative appropriate services and interventions
- ◆ Methods of collecting user feedback and service evaluation
- ◆ The differences between line management and clinical supervision
- ◆ Working as part of a team
- ◆ Working collaboratively and information sharing in voluntary and community settings
- ◆ Dealing with safeguarding issues in voluntary and community settings

Guidance on approaches to delivery of this unit

Staff responsible for the delivery and assessment of this unit will be counselling practitioners with current or past experience of working with young people, and will be experienced and competent with this mode of delivery. To work beyond competence is to work unethically.

As with the counselling process which the course should model; adequate time should be given at the outset for contracting as a group as well as familiarisation and bonding. A range of ice breakers and other creative materials can be used to this effect, all of which can be useful for subsequent group work with young people.

While specific issues, such as working with difference, working ethically and working safely have specific references within the subject areas, it is expected that they will also permeate the curriculum since they are connected to values which underpin the whole course.

It is strongly advised that trainers refer to the competences before embarking on each subject area.

It is expected that this curriculum will include a wide range of teaching styles and as much practical experiential work as possible. This mirrors young peoples' learning through experience and should include access to a wide range of creative materials.

The delivery of this curriculum should be underpinned by adult learning theories which use experiential and reflective learning approaches (eg Experiential Learning Cycle (Kolb, 1984); The Reflective Cycle (Gibbs, 1988);ALACT (Korthagen and Vasalos, 2010))

MindEd sessions can be used to supplement didactic teaching sessions (see www.minded.org.uk)

In the interest of ethical experiential skills practice and reflective training, it is important that the sessions are delivered in a time frame that allows for processing of knowledge and to allow the experience of practice to complement the learning. However, course timings can be adapted to suit the training provider.

Whilst flexible in terms of structural delivery, there is little flexibility in terms of the learning outcomes because these are mapped onto, and underpinned by BACP's evidenced informed Competences for Humanistic Counselling with Children and Young People (4–18 years).

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Each session will include face-to-face practice sessions, supervised by the trainer. Working in pairs or in triads to make use of observation and feedback skills, using each other's inner adolescent, can be a useful way for the counsellor to access their earlier self in readiness for the common triggers from young clients in the counselling work, as well as providing rich material to work with in practice skills sessions. It should be noted that qualified counselling practitioners should already possess the necessary boundaries to know what material to use safely in this way, and recognise their responsibility to keep themselves safe, using their own resources (eg personal therapy) to explore any newly surfacing or unprocessed personal material. It may be useful to record some of the counselling skills sessions to enable learners to reflect on their own skills practice and process and thereby further develop critical self-evaluation and awareness.

All learners should be encouraged to be reflective practitioners. This can be helped by the use of reflective journals or portfolios, which should include for example, any visual material created during sessions. Assessment should include an element of personal reflection.

All learners should be encouraged to be active researchers. This might include working together on a topic to be presented to the wider group or producing well documented and referenced assignments. It could also involve action research and lead to learners becoming more interested in themselves as reflexive and research active practitioners. Learners should be encouraged to engage with the current research literature about counselling young people in order to maintain the currency of practice.

It is expected that appropriate therapeutic resources and tools will be available to learners so that experiential learning is enabled during their training. This might include online materials, eg the freely available MindEd curriculum, relevant literature and research pertaining to evidence informed practice, age appropriate creative, symbolic and psycho- educational tools, access to specialised teaching and the use of self in reflection and in accessing the inner adolescent.

Although this curriculum follows humanistic/relational principles there should be an emphasis throughout the delivery of this training on applying or adapting participants' own therapeutic approaches. There is no intention within the training to favour any theoretical perspective.

Course trainers should refer to the Good Practice sections of the BACP Ethical Framework for the Counselling Professions (2016), in particular Supervision, points 50–61, and Training and education, points 62–67.

Course participants must ensure a minimum of 80% attendance; 100% of the subject areas and course assessments **must** be successfully completed. Therefore, any sessions missed must be completed by the learner accordingly. Delivering centres will facilitate learners to complete all required sessions.

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

A recommended timetable of 12 sessions is set out on the following table.

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| <p>Session 1</p> <p>Introduction and key issues</p> | <p>Introduction and key issues</p> <ul style="list-style-type: none"> ◆ Key principles that inform ethical practice and appropriate standards of conduct (with reference to BACP's current Ethical Framework for the Counselling Professions) ◆ Identifying and dealing with potential ethical conflicts ◆ Making the best use of professional support networks and clinical supervision ◆ Understanding own limits of competence ◆ How to identify and carry out onward referral if necessary ◆ Identifying and minimising the potential for harm ◆ Working in collaboration with other professionals ◆ Legislation relating to capacity and informed consent ◆ Gaining consent from service users for counselling interventions ◆ Age and developmentally appropriate communication |
| <p>Session 2</p> <p>Rights, responsibilities and legislation</p> | <p>Rights, responsibilities and legislation</p> <ul style="list-style-type: none"> ◆ Parent/carer rights and responsibilities ◆ Taking young peoples' needs into account when making welfare decisions that pertain to them ◆ Maintaining confidentiality and managing disclosures and requests for information by third parties ◆ Boundaries of the work and maintaining appropriate standards of conduct ◆ Data protection legislation and disclosure of information ◆ Keeping and maintaining appropriate records ◆ Appropriate communication with service users, other practitioners and services ◆ Issues of difference and equality (anti-oppressive and anti-discriminatory practice) ◆ An overview of legislation relating to mental health, education and equality ◆ Self-awareness in relation to the content of this subject area ◆ Signs and symptoms of physical, emotional, sexual and verbal abuse |

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

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| <p>Session 3</p> <p>Protection issues</p> | <p>Protection issues</p> <ul style="list-style-type: none"> ◆ Signs and symptoms of bullying including physical, verbal, emotional, cyber-bullying, neglect ◆ The effects of abuse, bullying and neglect on a young person ◆ Risk factors associated with abuse and neglect including parental and social and risk factors associated with the individual young person (including ACES and STEPS as examples of models) ◆ Protective factors ◆ Child protection principles applicable to different settings ◆ Maintaining a young person-centred approach to ensure a consistent focus on the welfare of the young person and on their feelings and viewpoints ◆ Responding to and reporting child protection concerns/suspensions of risk to appropriate internal and external partners/agencies ◆ Statutory responsibilities of adults (eg parents/carers, school staff) to keep young people safe from harm ◆ Relevant legislation and local policies and procedures that underpin responses to child protection concerns ◆ Appropriate recording of information ◆ Local policies on confidentiality and information sharing |
| <p>Session 4</p> <p>Risk and safety</p> | <p>Risk and safety</p> <ul style="list-style-type: none"> ◆ Statutory responsibilities of adults to keep young people safe ◆ Different forms of clinical risk routinely assessed in practice, eg suicide, self-harm, harm to others, etc ◆ Different types of risk and protective factors ◆ The aims of risk assessment in terms of improvement and prevention for the young person ◆ Using risk assessment tools ◆ Different stages of risk assessment and by whom these might be conducted ◆ Consideration of the young person's developmental age and ways in which this affects their perception and understanding of behaviours and risk ◆ Awareness of the limitations of own expertise ◆ Gaining support/advice from appropriate professionals ◆ How to identify and carry out onward referral if necessary |

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

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| <p>Session 5</p> <p>Development</p> | <p>Development</p> <ul style="list-style-type: none"> ◆ Child and adolescent development to include physical, cognitive, social and emotional development ◆ Age-appropriate and problematic behaviours ◆ Developmental stages, including physical, affective and interpersonal, cognitive, language, social and psychosexual milestones ◆ Implications of developmental stages for therapeutic work ◆ Effects of developmental transitions on young people ◆ Interaction between aspects of a young person’s development and contextual factors ◆ Fundamentals of attachment theory and its implications for: cognitive, emotional and social development ◆ Development of relationships with parent/carers, siblings and peers ◆ Development of emotional wellbeing, self-regulation, mental health and mental health problems ◆ Development of resilience ◆ Adopted or looked after young people ◆ Engagement in the therapeutic relationship and process ◆ Influence of the parent/carer on development |
| <p>Session 6</p> <p>Therapeutic play</p> | <p>Therapeutic play</p> <ul style="list-style-type: none"> ◆ Importance of play for all aspects of social, cognitive and emotional development ◆ Young peoples’ ability to articulate emotions and thoughts, and behavioural communication ◆ Using developmentally and age-appropriate language ◆ Engaging with the young person’s perspective ◆ Language, attitudes, behaviours and interests in relation to age and developmental stage ◆ Staying close to the young person’s language, emotional state and developmental capacities ◆ Making adjustments if the young person is finding engagement difficult ◆ Using play materials and other creative resources to aid engagement ◆ Value of young-person-led rather than adult led play activity ◆ Using scaffolding communication ◆ Using scaling ◆ Engaging with young people when a parent and/or carer is present ◆ Neutrality in relation to problematic behaviour |

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

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| <p>Session 7</p> <p>Beginnings</p> | <p>Beginnings</p> <ul style="list-style-type: none"> ◆ Agreeing the boundaries for therapeutic work with young people ◆ Explaining confidentiality and its limits to young people ◆ Explaining and agreeing how records will be kept ◆ Explaining complaints procedures ◆ Agreeing the timing and number of counselling sessions ◆ Explaining what happens if the young person does not attend sessions ◆ How to draw on the initial assessment of a young person and establish and agree a therapeutic focus/goal(s) with a young person |
| <p>Session 8</p> <p>Endings</p> | <p>Endings</p> <ul style="list-style-type: none"> ◆ Working collaboratively with young people to identify when they may be ready to end counselling ◆ Initiating and negotiating endings ◆ Helping young people to make effective use of the ending phase of counselling ◆ Reviewing young peoples' progress in counselling ◆ Exploring with young people future counselling interventions and other sources of support |
| <p>Session 9</p> <p>Health issues</p> | <p>Health issues</p> <ul style="list-style-type: none"> ◆ How factors such as good physical health, high self-esteem, secure attachments and higher levels of social support promote wellbeing and emotional resilience ◆ Ways in which mental health difficulties and conditions emerge and present in young people ◆ Social, psychological, family and biological factors associated with the development and maintenance of mental health problems ◆ Ways in which mental health problems can impact on family functioning, maintaining intimate family and social relationships, and/or the capacity to maintain employment and/or study ◆ The incidence and prevalence of mental health presentations across different cultures, ethnicities and social classes |

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

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| <p>Session 10</p> <p>Collaborative working</p> | <p>Collaborative working</p> <ul style="list-style-type: none"> ◆ Working within limits of competence ◆ How to identify and carry out onward referral if necessary ◆ The impact of organisational ethos, culture, structure, service remit/operational context, etc on young peoples' counselling services ◆ Organisational policies that govern the delivery of counselling services, such as confidentiality, personal data management, child protection and safeguarding ◆ Organisational policies for monitoring, reviewing and evaluating the counselling service |
| <p>Session 11</p> <p>Working in schools</p> | <p>Working in schools</p> <ul style="list-style-type: none"> ◆ Critical transition periods during young peoples' school careers ◆ The impact of the school context on young peoples' counselling services ◆ Client confidentiality in school settings ◆ Information sharing in school settings ◆ Client autonomy in school settings ◆ Dealing with safeguarding issues in school settings ◆ Managing tensions between the need to share information and the need for client confidentiality ◆ Working collaboratively in school contexts ◆ Accepting referrals and procedures for onward referral ◆ Managing missed appointments |
| <p>Session 12</p> <p>Working in voluntary and community settings</p> | <p>Working in voluntary and community settings</p> <ul style="list-style-type: none"> ◆ Referral routes and cross-agency referral protocols ◆ Alternative appropriate services and interventions ◆ Methods of collecting user feedback and service evaluation ◆ The differences between line management and clinical supervision ◆ Working as part of a team ◆ Working collaboratively and information sharing in voluntary and community settings ◆ Dealing with safeguarding issues in voluntary and community settings |

Higher National Unit Support Notes (cont)

Unit title: Counselling Children and Young People (10 to 18): Ethics and Professional Standards (SCQF level 10)

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

There should be regular ongoing assessment of learners' skills practice to evaluate their competence in integrating ethical practice into their way of working in relation to the ethical framework/code of practice to which the student is affiliated.

It is recommended that the delivering centre (and where appropriate, the learner) retains the evidence gathered for this unit as it will contribute to the assessment of the unit *Counselling Children and Young People (10–18): Safe and Competent Practice* at SCQF level 11.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The following methods of assessment are required to be included in the assessment of this unit as they form part of the BACP curriculum:

- 1 Analytical essay.
- 2 Case study formulation and presentation.
- 3 Reflective account.

Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of *Communication* (Oral and Written Communication), *Numeracy*, *Problem Solving*, *Working with Others* and *Information and Communication Technology (ICT)*.

History of changes to unit

| Version | Description of change | Date |
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General information for learners

Unit title: **Counselling Children and Young People: Ethics and Professional Standards**

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

This 40 hour unit is designed to develop your knowledge of the ethics and professional standards that underpin the essential skills, principles and competences that are required to begin working with young people in the age range 10–18 years.

The unit is mandatory in the Professional Development Award (PDA) in Counselling Children and Young People (10 to 18) at SCQF 11. It can also be taken as a stand-alone unit, perhaps for the purposes of continued professional development and/or as an optional unit as part of the core professional qualification, the HN Diploma in Counselling at SCQF level 8.

This unit is suitable for you if you are a registered* counsellor already practicing in the adult counselling context who wishes to work towards a qualification that will also enable you to work with children and young people in the age range of 10–18 years.

It is also appropriate for learners currently undertaking an adult-focused core counselling or psychotherapy training course (eg the HN Diploma in Counselling) who wish to learn more about working therapeutically with children and young people between the ages of 10–18.

The content of the unit is underpinned by the British Association of Counselling and Psychotherapy Ethical Framework for the Counselling Professions and the BACP's Competences for Humanistic Counselling with Children and Young People (4–18 years).

*Entry to this unit is always at the discretion of the delivering centre who will provide further information on entry requirements to prospective learners upon request.

Course participants must ensure a minimum of 80% attendance.

Outcomes

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

- 1 Explain the professional standards essential for working safely with children and young people in different counselling settings.
- 2 Communicate and engage appropriately and effectively when supporting young people of different ages and developmental stages.
- 3 Recognise how mental health difficulties can emerge and present in young people.
- 4 Critically evaluate own readiness to support the mental health of young people.

Assessment for theory-based content is by one holistic portfolio whilst skills-based elements are assessed by both (a) Analytical essay and (b) Case study formulation and presentation and (c) reflective account.