**Level 2 Counselling Skills**

**Marking Scheme**

January 2017 Series

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| --- | --- | --- | --- |
| **Question** | **Accepted**  **Responses\*** | **Marks**  **Available** | Assessment Criterion |
| **Question 1**  The following statements are about counselling and counselling skills.  Put a tick () in the box next to each statement to show whether you consider the statement to be **true** or **false**.   |  | | --- | | Counselling is only about offering advice and guidance. | | To be a counsellor you need to be a member of an accredited body. | | Counselling skills can be used by anyone. | | Counselling is always a problem solving exercise. | | Counselling is not only for those in distress. | | **True:**  Counselling skills can be used by anyone.  Counselling is not only for those in distress.  **False:**  Counselling is only about offer advice and guidance.  To be a counsellor you need to be a member of an  accredited body.  Counselling is always a problem solving exercise. | up to **5 marks** available  **1 mark** for point  correctly identified | 1.1 |
| **Question 2**  Identify 3 key elements in a counselling contract and explain why they are important. | * Confidentiality * Exceptions (to confidentiality) correctly identified * Time/Length of sessions * Place of sessions * Number of sessions * Day of sessions * Fee if appropriate * Notes * Supervision * Insurance * Referrals (inc conflict of interest) * Ethical code * Complaints procedure * Boundaries * Cancellation procedure/No show/ Late/breaks/holiday * Qualifications * Modality/Method they will work in * Safety information to and from clients (e.g. fire/health conditions) | up to **9 marks** available  **1 mark** for the element  **2 marks** for a good explanation that is clearly related to ethical practice  **1 mark** for a tenuous explanation that is tangentially related to ethical practice | 2.1 |
| **Question 3**  It is important to use appropriate skills and techniques throughout a counselling interaction. The following statements are about the middle stage.  Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false.**   |  | | --- | | The middle stage of the counselling process is the most important stage. | | Before you enter the middle stage, you should be working towards an ending. | | Counselling at this stage can become overwhelming for the client. | | The middle stage of counselling is when it is safer to challenge the client. | | **True:**  Counselling at this stage can become overwhelming for the client.  The middle stage of counselling is when it is safer to challenge the client.  **False:**  The middle stage of the counselling process is the most important stage.  Before you enter the middle stage, you should be working towards an ending. | up to **4 marks** available  **1 mark** for each correct | 3.1 |
| **Question 4**  Choose the word or phrase from the list A to H below that most closely relates to each of the sentences  below. Write the correct letter in each box.  A - Confronting  B - Body Language  C - Silences  D - Immediacy  E - Closed Question  F - Open Ended Question  G - Paraphrasing  H - Summarising | **C – Silences -** You would use this skill to give the client the space to focus and to encourage reflection.  **H – Summarising -** This skill shows the client that you have been listening to what they have been saying.  **F – Open Ended Question -** You could use this skill to encourage the client to talk about something in more detail.  **E – Closed Question -** You might use this skill to gain some specific information.  **A – Confronting -** This is a skill that would be used to highlight inconsistencies or discrepancies in the client’s feelings or behaviour. | up to **5 marks** available  **1 mark** for point  correctly identified | 3.2 |
| **Question 5**  Lloyd is working as a counsellor. He is reading a magazine at his desk when his client knocks on the door. He shouts come in and motions with his head for the client, Tony, to sit down on the other side  of his desk. As Tony is walking over to the chair, Lloyd says that he will be with him in just a minute as he has almost finished the article he is reading. After finishing the article, Lloyd asks Tony why he has come to see him today.  Identify three changes Lloyd could do to build a good working relationship with Tony. Explain your answers. | * Not be reading a magazine when the client comes in * Not shouting come in * Avoid motioning with head * Remove the desk * Don’t make the client wait * Any other valid reason | up to **9 marks** available  **1 mark** for each reason  **2 marks** good explanation that is clearly related to rapport/relationship building  **1 mark** tenuous explanation that is tangentially related to rapport/relationship | 2.2 |
| **Question 6**  Lloyd has been seeing Tony for four sessions. Their contract states that they will see each other for six sessions.  **A)** When should Lloyd start working towards an ending? | * Now or as soon as possible | **1 mark** available | 4.1 |
| **Question 6**  **B)** Tony asks Lloyd why he is placing so much emphasis on endings. Suggest three helpful responses Lloyd could give and explain your answers. | * To carry out a review of progress made * To allow client to express feelings associated with this ending * To look forward to the future when counselling has finished * To give the client will need time to get used to idea * Any other valid reason | up to **6 marks** available  **1 mark** for the reason  **1 mark for** explanation that is clearly related to supporting the client | 4.1 |

*\*The accepted responses are not exclusive, examiners are expected to use their professional judgement to give credit to other equally acceptable responses that address the question.*

**Distribution of marks:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Number of Marks** | **Criteria**  **Covered** | | **Weighting**  **(%)** |
| **1** | **5** | **1.1** | 12.5% | |
| **2** | **9** | **2.1** | 22.5% | |
| **3** | **4** | **3.1** | 10% | |
| **4** | **5** | **3.2** | 12.5% | |
| **5** | **9** | **2.2** | 22.5% | |
| **6** | **8** | **4.1** | 20% | |
| **Total** | 40 | |
| **Pass Mark** | 23 | |
| **Percentage** | 57.5% | |

|  |  |
| --- | --- |
| Unit Credit Value: | **9** |
| Unit Level: | **Two** |
| Unit Guided Learning Hours: | **45** |
| Ofqual Unit Reference Number: | **J/506/3040** |
| Unit Review Date: | **31/07/2019** |
| Unit Sector: | **1.3 Health and Social Care** |

**Unit Summary**

This unit will introduce learners to counselling and its ethos and methodology. They will learn to distinguish between using counselling and counselling skills. This unit will support the development of fundamental counselling skills and provide learners with the skills, knowledge and understanding of practice within the boundaries of an ethical framework.

**Unit Information**

It is expected that before the unit is delivered, the tutor will have read the Qualification Specification to ensure all conditions regarding Rules of Combination, delivery, assessment and internal quality assurance are fulfilled. Additional guidance is available below as Assessment Guidance for Learning Outcomes and Assessment Criteria in **bold**.

**This unit has 4 learning outcomes**

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** |
| --- | --- |
| **The learner will:** | **The learner can:** |
| 1. Understand the role of counselling skills in a helping relationship | * 1. Define what is meant by **counselling skills**   2. Identify the place of counselling on a helping continuum |
| 1. Know about initiating a counselling interaction | * 1. Identify **key elements** in a counselling contract   2. Identify **key skills** for rapport building |
| 1. Know how to develop and maintain a counselling interaction | * 1. Identify **the skills needed** to develop and maintain the counselling relationship   2. Demonstrate **the skills needed** to develop and maintain the counselling relationship   3. Identify **positive ways** of moving the counselling relationship forward   4. Identify negative ways of moving the counselling relationship forward |
| 1. Be able to conclude a counselling interaction | * 1. Describe the importance of endings in a counselling interaction   2. **Conclude a counselling interaction** |

**Assessment**

This unit is assessed by:

* an examination which is externally set and marked by AIM Awards
* role-play which is internally set and assessed

**Indicative Content**

Learners should be introduced to the concept of appropriate referral procedures for clients should that be necessary at any stage/element of the counselling relationship.

**Learning Outcome 1**

**1.1 Counselling skills**: to include the qualities of a skilled helper.

**Learning Outcome 2**

**2.1 Key elements:** three must be identified.

**2.2 Key skills:** three must be identified. These are the skills needed to build rapport and initiate a counselling relationship.

**Learning Outcome 3**

**3.1** **and 3.2** **The skills needed**: knowledge of, and opportunity to demonstrate, a range of appropriate counselling skills to develop and maintain the counselling relationship: these could include, but are not limited to, effective use of silence, use of minimal encouragers, active listening, effective use of immediacy, evaluation and review, keeping focus, appropriate use of challenging, empathy.

**3.3 Positive ways:** strategies and skills that could effectively move the counselling relationship forward

**Learning Outcome 4**

**4.2 Conclude a counselling interaction:** appropriate skills for concluding counselling relationships to include focus on evaluation, summarising, client participation in endings, and focus upon client awareness of endings throughout the relationship (e.g. alerting client to number of session).

**Evidence Requirements**

Evidence of practical ability must be demonstrated through an internally assessed role-play.

**Reading List**

**Required Reading**

Dryden, W. (2011) **Counselling in a Nutshell** (2nd Ed). London: Sage.

Hough, M. (2010) **Counselling Skills and Theory**. (3rd Ed). London: Hodder & Stoughton.

Nelson-Jones, R. (2012) **Introduction to Counselling Skills: Texts and Activities** (4th Ed). London: Sage.

Stewart, W. (2005) **An A-Z of Counselling Theory and Practice** (4th Ed). Cheltenham: Nelson Thornes.

Sutton, J. and Stewart, W. (2008) **Learning to Counsel: Develop the skills you need To Counsel Others** (3rd Ed). Oxford: How to books.

**Recommended Reading**

De Board, R. (1998) **Counselling for Toads.** London: Routledge.

Egan, G. (2014) **The skilled helper: a problem-management and opportunity-development approach to helping** (10th International Ed). Pacific Grove (CA): Cengage Learning.