

# Principal Examiner's Report

For centre staff



## Level 2 Certificate in Counselling Skills January 2019 Series

### Introduction

120 scripts were received from 8 Centres. The question paper was designed to test candidates':

- Understanding of the role of counselling skills in a helping relationship
- Knowledge about initiating a counselling interaction
- Knowledge of how to develop and maintain a counselling interaction
- Ability to conclude a counselling interaction

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
<b>1.</b> Understand the role of counselling skills in a helping relationship	1.1. Define what is meant by <b>counselling skills</b> 1.2. Identify the place of counselling on a helping continuum
<b>2.</b> Know about initiating a counselling interaction	2.1. Identify <b>key elements</b> in a counselling contract 2.2. Identify <b>key skills</b> for rapport building
<b>3.</b> Know how to develop and maintain a counselling interaction	3.1. Identify <b>the skills needed</b> to develop and maintain the counselling relationship 3.2. Demonstrate <b>the skills needed</b> to develop and maintain the counselling relationship 3.3. Identify <b>positive ways</b> of moving the counselling relationship forward 3.4. Identify negative ways of moving the counselling relationship forward
<b>4.</b> Be able to conclude a counselling interaction	4.1. Describe the importance of endings in a counselling interaction 4.2. <b>Conclude a counselling interaction</b>

## Distribution of marks against questions

Question	Number of marks	Criteria Covered
1	6	1.2
2	7	2.1
3	6	1.1
4	9	2.2
5	6	3.3
6	6	4.1
<b>Total</b>	<b>40</b>	

## Comments

**Question one** was split into six true/false questions. As with previous years candidates scored very well in the placing of counselling on a helping continuum, with very few candidates losing marks in this area.

**Question two** was split into three multiple choice questions, requiring the true statement to be selected. This question also required candidates to state two times when a counsellor legally had to break confidentiality. Within the first part of this question candidates scored very well, with few marks being dropped. This shows that candidates are able to identify a number of key elements in counselling contracts. The second half of the question, which focuses around the legal responsibility for counsellors to break confidentiality did not score as well. It seems that a number of candidates were not able to distinguish between an ethical or moral issue, a statutory duty, and a legal responsibility. While some of the answers, which revolved around breaking confidentiality due to risk of harm to self or other, could be seen as morally correct in some situations, these are too vague and do not fall under a specific law. This area has been highlighted in previous examiners reports which noted that candidates dropped marks in this area by stating that all forms of risk needs to be reported.

**Question three** was in two-parts. The first part was multiple-choice questions, the second part asked candidates to provide an example of clarification and state why it would be used. The multiple-choice section was an area that most candidates answered well. However, a small number of candidates seemed to have got slightly confused with some of the more similar terms, but this did not detract from the overall marks. The second half of the question was answered extremely well by a significant proportion of candidates

**Question four** was a scenario situation where candidates were required to state what changes they would make and how these changes would help towards a good working relationship. Candidates as a whole were able to pick apart this scenario and uncover the areas which required changing, which meant high marks were achieved in this area. As with previous years, and previous examiners reports, some candidates are still not answering the question that has been asked of them, which is to explain why they would make these changes and how they would work towards a good working relationship. Some candidates altered the scenario, or extrapolated from the scenario, and gave a change that might not be possible or might

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have already happened. In not fully answering the question at hand a number of candidates have missed out on marks.

**Question five** asks candidates to give two actions they could use to move the therapeutic relationship forwards positively, and to explain how this might help. This question was answered very well, but a number of candidates did drop marks via focusing on problem solving, rather than supporting the therapeutic relationship, which is what the question asks for, i.e. challenging the client rather than looking at how they could support the relationship.

**Question six** depicts a situation where the therapist is ending with a client, and asked candidates to give two actions that could be used to bring the clients time in counselling to a close, and to explain their answer. This is another section where candidates have altered or misinterpreted the question, and as a result have not answered the question at hand. In relation to previous years this has not been done as much, meaning that as a whole, higher marks have been gained in this area. That being said, there is still room for improvement.

## Recommendations

Encourage candidates to make sure that they are answering what is being asked, by fully reading and spending some more time in understanding the question being asked of them.

Ensure that candidates understand that they are required to answer the question at hand, and not alter the scenarios.