



**Level 2 Counselling
Skills Acquisition and Practice
Marking Scheme
January 2018 Series**

No	Question	Accepted Responses*	Marks Available	Assessment Criterion
1	<p>The following statements are about counselling and counselling skills.</p> <p>Put a X in the box next to each statement to show whether you consider it to be true or false.</p>	<p>A) Counselling is only useful for people with serious problems. FALSE</p> <p>B) A counsellor cannot help a client unless they have had a similar experience. FALSE</p> <p>C) Counselling skills should only be used by a trained therapist. FALSE</p> <p>D) Counselling skills can enable you to build a strong rapport with people. TRUE</p> <p>E) Counselling skills need to uncover a client's past to work effectively. FALSE</p> <p>F) Counselling skills can be used to support people over the telephone. TRUE</p>	<p>1 mark for each response</p> <p>6 marks available</p>	1.2
2	<p>Which statement is true? Put a X in the correct box.</p> <p>A) You must always tell your client about every part of the contract. B) Contracting sets boundaries for the counselling session. C) A contract cannot be changed once it has been made</p>	B	1 mark	2.1
3	<p>Which statement is true? Put a X in the correct box.</p> <p>A) The real purpose for a contract is to make sure that a counsellor gets paid. B) Contracting is a legal obligation that all counsellors must follow. C) Counsellors should be open and honest in the contracts they use.</p>	C	1 mark	2.1

4	<p>Which statement is true? Put a X in the correct box.</p> <p>A) The language used in a contract should be easy to understand. B) Counsellors must mention the contract in every session. C) Contracts should never be printed.</p>	A	1 mark	2.1
5	<p>State two occasions when a counsellor may break the confidentiality of the counselling relationship.</p>	<ul style="list-style-type: none"> • Money laundering • Trafficking drugs • Terrorism • Court order to appear as a witness • Police officer with a warrant 	<p>up to 4 marks available</p> <p>2 marks for each correctly identified legal reason for breaking confidentiality</p>	2.1
6	<p>Choose the word or phrase from the list A to H below that most closely relates to each of the sentences 1-4 below. Write the correct letter in each box.</p> <p>A - Focusing B - Immediacy C - Paraphrasing D - Summarising E - Open Questions F - Use of silence G - Body Language H - Closed Questions</p>	<p>Statements:</p> <ol style="list-style-type: none"> 1. A skill used to invite the client to explore a situation that has just happened in the session between the counsellor and client B - Immediacy 2. These are used to gain direct, and often specific, information H – Closed Questions 3. In counselling, a therapist will use this to give a client the space to reflect after making an intervention F – Use of Silence 4. This is a non-verbal display that is used to develop rapport G – Body Language 	up to 4 marks available	1.1
7	<p>Give an example of focusing and state why you would use it?</p>			

Scenario

Nala is new to therapy and is anxious about her first session with her therapist, Derick. Nala rings the doorbell at Derick’s practice five minutes before her session is due to start. After a very long and uncomfortable wait on the doorstep Nala is relieved when Derick opens the door to her. After introducing himself on the doorstep, Derick announces that he is a highly qualified therapist and bluntly states that Nala has arrived early for her session before ushering her inside. As soon as Derick has shut the front door behind Nala he mumbles that he hopes she has brought the money for today’s assessment session, and leads her to his therapy room. When they are sat down in the therapy room Derick states that Nala has obviously come to therapy for anxiety issues as she has not said anything to him yet and therefore she must be anxious.

8	Identify three things you would do differently to Derick, and give an explanation as to why you would change this and how it would help towards a good working relationship with Nala.	<ul style="list-style-type: none"> • Not leave Nala waiting on the doorstep for so long • Not introduce yourself on the doorstep. • Not tell Nala that she is (too) early • Not mumble about, or mention payment at this stage • Not talk about your qualifications and or expertise unless asked • Not assume that the client is here because of anxiety 	<p>up to 9 marks available</p> <p>2 marks for each good explanation that is clearly related to why you would change and action and how it would help towards a good working relationship.</p> <p>1 mark tenuous explanation that is accurate but tangentially related.</p> <p>0 Marks no reason provided/inaccurate.</p>	2.2
9	Derick is working with Nala and feels that the therapy has got stuck, and is no longer progressing forward. He has come to you and asked for two ways in which he could get the therapy to progress. State two actions that Derick could take with Nala, and explain how they might help.	<ul style="list-style-type: none"> • Focusing • Summarising • Exploring the reason for counselling • Looking towards an ending • Asks what’s working 	<p>up to 6 marks available</p> <p>1 mark for each correct technique.</p> <p>2 marks for each good explanation that is clearly related to why you use this</p>	3.3



			technique to progress counselling 1 mark tenuous explanation that is accurate but tangentially related to why you use this technique to progress counselling	
10	Derick is now on his final session with Nala. Describe two actions that he could do to bring their session to a proper end. Explain why he would do this.	<ul style="list-style-type: none"> • Reflect on the progress made • Explore what that client would like to do during final counselling time slot • Explore referral option for further counselling • Signpost to other forms of help if required • Review progress towards goals/outcomes • Identify 'unfinished business' and strategies to mitigate/deal with this 	up to 6 marks available 1 mark for each correct action. 2 marks for each good explanation that is clearly related to why you use this technique to have a proper end to counselling 1 mark tenuous explanation that is accurate but tangentially related to why you use this technique to have a proper end to counselling 0 Marks no reason provided/inaccurate.	4.1

** The accepted response 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
1.	6	1.2
2.	1	2.1
3.	1	2.1
4.	1	2.1
5.	4	2.1
6.	4	1.1
7.	2	
8.	9	2.2
9.	6	3.3
10.	6	4.1
Total:	40	

Unit Title: **Counselling: Skills Acquisition and Practice**



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	1.1. Define what is meant by counselling skills 1.2. Identify the place of counselling on a helping continuum
2. Know about initiating a counselling interaction	2.1. Identify key elements in a counselling contract 2.2. Identify key skills for rapport building
3. Know how to develop and maintain a counselling interaction	3.1. Identify the skills needed to develop and maintain the counselling relationship 3.2. Demonstrate the skills needed to develop and maintain the counselling relationship 3.3. Identify positive ways of moving the counselling relationship forward 3.4. Identify negative ways of moving the counselling relationship forward

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
4. Be able to conclude a counselling interaction	4.1. Describe the importance of endings in a counselling interaction 4.2. 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.