**AIM Awards Level 2 Counselling**

**Skills Acquisition and Practice**

**Marking Scheme**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Question** | **Accepted Responses\*** | **Marks Available** | **Assessment Criterion covered by this question** |
| **1** | How does Counselling Differ from using other Helping Skills? | * involves knowing how to develop a helping relationship (eg – contract/boundaries) * involves using particular skills (or implied eg through qualification) * is more about understanding the person’s problem or issue from their viewpoint * aims to help the person take whatever action is needed/appropriate (eg - Client led/autonomy) * it’s not the counsellors job to ‘solve the problem’ or advice giving. (eg judging) | up to 3 marks available  1 mark for point  correctly identified | 1.2 |
| **2** | Choose the word or phrase from the list A to H below that ***most closely*** relates to each of the sentences 1- 6 below. Write the correct letter in each box. | 1. **F** Paraphrasing  2. **D** Summarising  3. **E** Open questions  4. **B** Challenging  5. **C** Closed Questions  6. **A** Reflection | up to 6marks available  1 mark for skill  correctly identified | 1.1 |
| **3** | Identify four things you would do differently to Rakesh and explain how these would help to build a good working relationship with Tony. | * remove table * get rid of notepad and pen/ ask if okay. * leave door open or meet client at the door. * greet Tony on arrival * smile/shake hands/use counselling skills right away. * ask Tony where he would like to sit * have chairs of same height * Move the chairs. | up to 4 marks available  1 mark for point  correctly identified | 2.2 |
|  |  |  | up to 8 marks available  for each explanation  **2 marks** good explanation that is clearly related to rapport/relationship building  **1 mark** tenuous explanation that is tangentially related to rapport/relationship  **0 Marks** no reason provided |  |
| **4** | (a) Name **five** elements that Rakesh should mention when he is establishing a contract with Tony. | * 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. * Clients understanding/acceptance. * Qualifications * Modality/Method they will work in. * Safety information to and from clients. (ie fire) | up to 5 marks available  1 mark per point | 2.1 |
|  | (b) Suggest one ethical reason it is important to contract with clients. | clarifies what is on offer and on what terms (Eg confidentiality etc leading to trust)  allows informed consent  articulates responsibilities of counsellor and client | up to 2 marks available  **2 marks** good explanation that is clearly related to ethical practice  **1 mark** tenuous explanation that is accurate but tangentially related to ethical practice  **0 Marks** no reason provided/inaccurate reason or not related to ethical practice |  |
| **5** | In the middle stages of counselling it is important to use skills and techniques to enable the relationship to be maintained and develop. 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**.   |  |  |  |  | | --- | --- | --- | --- | | **Statement** | | **True** | **False** | | a | Basic attending skills are important in this stage. | √ |  | | b | Counsellors should mention the contract at every session so the client remembers what to expect. |  | √ | | c | Counselling at this stage often allows the client to ‘see’ their problem from a number of different perspectives. | √ |  | | d | Challenging and immediacy are two of the key skills in this stage of the relationship | √ |  | | e | The client must develop an action plan in this stage. |  | √ | | f | Appropriate self-disclosure in this stage will help deepen the trust between counsellor and client. | √ |  |   (1 mark for each response)  **(6 marks available for this question)** | | | 3.1 |
| **6** | (a) When would you advise Kieran to start to prepare Holly for the end of the counselling relationship? Explain your answer | As soon as the counselling begins  As it is short term/6 weeks before the end.  Holly will need time to get used to idea/ it will be too late at session 4 (eg, if it feels appropriate) | 1 mark  1 mark  (idea that it is a very short relationship linked to client’s feelings) 1 mark | 3.3 |
|  |  |  |  |  |
|  | b) Describe **three** forms of action necessary for Kieran to bring the counselling relationship to an appropriate end. | * Carry out a review of progress made * Discuss forthcoming ending with client * Allow client to express feelings associated with this ending * Remind client nearer time of ending that their relationship is coming to a close * Look forward to the future when counselling has finished/ | up to 3 marks available  1 mark for each point |  |

*\* 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** | **Weighting (%)** |
| **1** | 3 | 1.2 | 7.5 |
| **2** | 6 | 1.1 | 15 |
| **3** | 12 | 2.2 | 30 |
| **4** | 7 | 2.1 | 17.5 |
| **5** | 6 | 3.1 | 15 |
| **6** | 6 | 4.1 | 15 |
| **Total** | **40** |

Pass Mark: 23

This assessment is designed to assess the indicated assessment criteria indicated in the unit below.

Writers will ensure all assessment criteria are covered in the assessment

Unit Credit Value: 9

Unit Level: Two

Unit Guided Learning Hours: 45

Ofqual Unit Reference Number: J/506/3040

| **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 |

The [qualification specification](http://www.aimawards.org.uk/clientfiles/files/units/spec_documents/AIM%20Awards%20Level%202%20Certificate%20in%20Counselling%20Skills%20(QCF)%20Qualification%20Specification%20V4-2.pdf) contains full information on the qualification.