

AIM Awards Suite of Counselling Qualifications

**Level 2 Counselling**

**Skills Acquisition and Practice**

**Marking Scheme**

June 2016 Series

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Question  | Accepted Responses\* | Marks Available | Assessment Criterion  |
| 1 | The following statements about counselling and counselling skills. Put a tick () in the box next to each phrase to show whether you consider it to be a true or false.

|  |  |  |
| --- | --- | --- |
| **Words** | **True** | **False** |
| A | It is a counsellor’s job to solve the problem. |  |  |
| B | Counselling is different to counselling skills because there is a contract. |  |  |
| C | Anyone can use counselling skills. |  |  |
| D | Counselling is client led.  |  |  |
| E | Teachers who talk to students about their problems are counsellors.  |  |  |
| F | If someone who uses counselling skills creates a contract with their client, they become a counsellor and a client.  |  |  |

 | A – TrueB – FalseC – TrueD – TrueE – FalseF – False | up to **6 marks** available**1 mark** for point correctly identified | 1.2 |
| 2a | Which statement is **true**? Write the correct letter in the box.  | 1. C2. B3. B | up to **3 marks** available**1 mark** for correctly identified | 1.1 |
| 2b | Give two examples of when a counsellor is legally obliged to break the confidentiality of the counselling relationship. | Money launderingActs of treason (Terrorism Act 2000)Court ordersDrugs Trafficking | up to **2 marks** available**1 mark** for each example | 2.1 |
| 3a | 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.  | 1 – C Body Language2 – A Immediacy3– E Paraphrasing or Summarising4 - F Focusing | up to **4 marks** available**1 mark** for pointcorrectly identified | 1.1 |
| 3b | Give an example of an open question, and state why you would use one. | To explore what the client is saying.To encourage the client space to give more detail.Any question beginning:what/when/who/when/why/how | up to 3 marks available **1 mark** for an example.**2 marks** for giving the reason as to why you would use. | 2.1 |
| 4 | Lara is a counsellor and is with a client when her next client, Sophie, arrives early to their session. Lara pops her head out of the door and tells Sophie she will be five minutes and asks Sophie to wait quietly outside the counselling room. Five minutes later Lara’s first client comes out in tears and leaves. Lara calls Sophie into the room. As Sophie comes in Lara is clearing away the used tissues from the side table and invites Sophie to sit down. Lara sits down next to Sophie and asks her what she would like to talk about today.Identify three things you would do differently to Lara. Explain why you would change this and how it would help towards a good working relationship with Sophie.  | Popping head out of door.Waiting outside of the counselling room.Calling into room.Clearing up the room (eg last clients tissues).Sits down next to client.Any other valid answer. | 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/relationship0 Marks no reason provided | 2.2 |
| 5 | Lara is working with a client and is not sure how to prepare for the ending. What would you advise Lara to do, to support her with this task? Give two examples and in each case explain your answer.  | Carry out a review of progress made.Allow client to express feelings associated with this ending.Look forward to the future when counselling has finished/the client will need time to get used to idea/signpost.Source further support if necessary | up to 6 marks available**1 marks** for the reason**2 marks** good explanation that is clearly related to supporting the client**1 mark** tenuous explanation that is tangentially related to supporting the client0 Marks no reason provided | 3.3 |
| 6 | Lara is on the final session with her client. Describe two actions she needs to do to draw their sessions to a proper end, and explain why she would do this. | 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 6 marks available**1 marks** for the reason**2 marks** good explanation that is clearly related to supporting the client**1 mark** tenuous explanation that is tangentially related to supporting the client0 Marks no reason provided | 3.3 |

***\* 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** | 6 | 1.2 |  |
| **2** | 5 | 2.1 |  |
| **3** | 7 | 1.1 |  |
| **4** | 9 | 2.2 |  |
| **5** | 6 | 3.3 |  |
| **6** | 6 | 4.1 |  |
| **Total** | **39** |
| **Passmark** | **21** | **54%** |

**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** |
| 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. **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.

The [qualification specification](http://www.aimawards.org.uk/clientfiles/files/units/spec_documents/AIM%20Awards%20Level%202%20Certificate%20in%20Counselling%20Skills%20%28QCF%29%20Qualification%20Specification%20V4-2.pdf) contains full information on the qualification.