The only awarding body
run *by* counsellors
for counsellors

2024 - 2025

Tutor Guide

Level 2 Certificate in Counselling Skills (CSK-L2)

This RQF qualification is regulated by Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland.

Qualification/learning aim number: 500/7938/4

Contents

Appendices

Please note that:

➢ This document can be downloaded from the CPCAB Website along with tutor support materials.

➢ Tutor resources to support your teaching are also available: shop, videos, YouTube

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1. Introduction for Tutors

This qualification is designed to give candidates the underpinning knowledge, skills and competencies to use counselling skills ethically and safely in a variety of contexts and roles.

This qualification is for:

- Those starting the first level of training as a professional counsellor.
- Those who want to learn counselling skills in other professional or helping roles.
- Those who want to improve their professional and personal relationships as part of personal development.
- Those who wish to improve communication and listening skills.

This qualification will not teach candidates how to be counsellors, but it will help them decide whether or not they want to continue to train as a counsellor.

This qualification leads to employment and increases employability for those whose role is to support others in sectors such as health and social care, teaching and learning, advocacy and mediation, support and project work, and other helping roles. It provides additional skills for those already in employment and is likely to lead to increased opportunities for promotion and advancement.

See the CSK-L2 Specification for more information on qualification purpose.

> **Tip:**
> Make sure your candidates understand that they will not be qualified counsellors at the end of this course. This is the first step to becoming a counsellor.

In order to make the distinction between counselling and counselling skills clear, CPCAB refers to the person using counselling skills as a 'helper' and the person being helped as a 'helpee'.[1] An example of helping work would be a care assistant (the helper) listening to someone they are looking after (the helpee) who is very worried about the health of a family member. The helper will help them to express their feelings and concerns. They may also guide them to a specific professional who may be able to provide them with the more specialised or in-depth help they may need.

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[1] The terms 'counsellor' and 'client' are not used until the Level 3 Certificate in Counselling Studies (CST-L3) / Level 3 Certificate in Applied Counselling Studies (CAST-L3)

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2.   Qualification Structure

The qualification is made up of 7 mandatory learning outcomes, each of which has associated assessment criteria. This structure is based on the 7 processes of the CPCAB's Model.

> **Tip:**
>
> Encourage your candidates to think of the assessment criteria as 'learning tasks' which they complete and then record so that you can see they have achieved the task.

All the qualification information – including the **minimum assessment requirements** – is contained in the CSK-L2 Specification.

The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in Appendix 1 of this document.

To achieve the qualification candidates must be internally assessed by you, the tutor, as **Proficient** in all 7 learning outcomes.

This qualification is eligible for fully in-person, blended or online delivery. Please see how to run CPCAB's qualifications online for more information.

3.   Standardisation of Tutor Assessment

As a tutor for CSK-L2 you are required to attend one of the free CPCAB standardisation training days either before or during your first delivery of the course. You must then attend a standardisation training session at least once every two years and receive 'cascade' training from a colleague in the intervening year.

Please see:

- CPCAB's Terms and Conditions.
- Further information including dates, venues and the booking form to book your place.

Important note:

- Failure to attend a standardisation training day may result in your internal assessment decisions being declared invalid.
- Where a training place has been reserved but the tutor does not attend on the day and has not informed CPCAB of the cancellation in advance the centre will be charged a non-attendance fee.

For further details please contact CPCAB via verification@cpcab.co.uk

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4. Candidate Registration

Candidates must be registered with CPCAB within six weeks of the course start date. Candidates who are not registered will not receive qualification certificates. Candidate registrations should be completed via the CPCAB portal and by the centre's exams department.

Please note that CPCAB has no responsibility for candidates who are not registered with CPCAB.

➢ Please see the CPCAB Guidance on How to Register your Candidates (CR0).

When registering candidates please be aware of the need to complete a Conflict of Interest Declaration (CR10) form to inform CPCAB of any dual relationships/conflicts of interest likely to compromise the integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate[2]. If in doubt, please contact CPCAB for further advice or information.

Minimum registration numbers

There is a minimum number of **6 candidates** that need to be registered per group.

The minimum numbers for candidate registrations per centre per year are:

- Levels 2 and 3: a total of 12 candidates per year

- Levels 4 to 6: a total of 9 candidates per year. (*CPCAB strongly recommends a minimum of 9 candidates per group when registering Year 1 of TC-L4).*

Please note that CPCAB reserves the right to refuse to register groups of fewer than 6 candidates.
If registrations are below this number when you register your group you will be prompted by the CPCAB portal to provide details on how this group size will be managed to enable all core assessment activities to take place, and all relational and inter-personal aspects of the course to be fully experienced by all candidates involved. You should also note a contingency plan for what would occur if group numbers reduced further.[3]

Candidate registration fees

Please see the CPCAB Fees document for candidate registration fees and any additional fees the centre may incur.

CPCAB minimum and maximum group size requirements

Please note that the **minimum** tutor numbers are **mandatory**:

 Levels 2 and 3:

- minimum of one tutor involved in internal assessment
- maximum of 18 candidates with one tutor
- maximum of 24 candidates with two tutors

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[2] Please see the Conflict of Interest Policy on the CPCAB website for further guidance.
[3] Until this information is received, we will not be able to approve this registration. Please contact exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

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Levels 4 to 6:

- minimum of two tutors must be involved in internal assessment for higher level qualifications except LC-L4, CBT-L5 and OPCP-L5 which only require one.
- maximum of 16 candidates

5.   Internal Assessment

As the tutor you are responsible for carrying out internal assessment which is then internally moderated and verified at the centre and externally verified by CPCAB.

Candidates collect evidence of their learning in a portfolio and complete the Candidate Learning Record (CLR) found in the Candidate Guide, which is placed at the front of the portfolio to signpost the evidence for each criterion.

Candidates must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to the following three types of course work:[4]

1. **Documents** – Your candidate must include a regular exploration of their learning (called the learning review) which contains their reflections on the input, discussions, experiences and readings for the course and which they start right from the beginning of their studies. Your candidate must also include here 1 self-review (see section below on tutor-assessed self-review) and at least 1 assignment (such as an essay). They might also include here a review of audio/video recordings (including verbatim transcripts), tutorial records (when written by the candidate) and notes on their personal development.[5]

2. **Tutor observation** – Your candidate must include records of tutor feedback on their counselling skills practice sessions – they must refer to at least 2 examples of being observed by you (the tutor) and 1 of these must involve an audio or video recording.[6] Your candidate might also include here tutorial records (when written by the tutor) and tutor feedback on group discussions.

3. **Testimony** – Your candidate must include records of peer feedback on their counselling skills practice sessions. Your candidate might also include peer feedback on group discussions.

» See <u>CSK-L2 Specification</u> for summary of minimum assessment requirements.

» See the CPCAB film on <u>How to build a student portfolio.</u>

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[4] Please note that if it is appropriate the candidate can reference the same section of their portfolio, or the same piece of work a number of times.

[5] Your candidate's personal development may result from insights gained from the course, tutorials, other personal development work or from personal counselling.

[6] In the case of the audio or video recording, you may choose to listen to (or watch) the recording rather than observe the candidate directly.

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CPCAB recommends that candidates attach a Criteria Assessment Sheet (CAS) to any work they hand in for assessment. You can use the CAS sheets to indicate which criteria have been met and to offer formative feedback throughout the course.

Self-review

During the last third of the course candidates should be supported to complete a self-review of their learning. A template for this is available on the CPCAB website. This is assessed by you the tutor to review their overall understanding of the Learning Outcomes to date. You can identify any areas for development on the self-review and outline what they should do to address this. This feedback might ask them to carry out additional learning activities, reflect in a piece of written work, undertake further skills practice, or attend a tutorial.

The self-review provides an opportunity for direct formative feedback on a candidate's progress towards the Learning Outcomes. It can also be used to highlight any areas of concern or potential contraindications prior to the final Internal Assessment result.

Tip:

Meeting criteria is important, but the overall learning experience should not be criteria driven, achieving this balance is down to your skill as a tutor. You can also encourage candidates to be creative.

It is important to explain to candidates that the work that they include in their portfolios is assessable material and cannot be kept completely confidential. Not only will it be assessed by you the tutor, but it may also be seen by all those involved in the internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

6.   Recording Final Results of Internal Assessment

At the end of the course you (the tutor) must look at the evidence referenced in the Candidate Learning Record (CLR) and assess whether the candidate has achieved all the learning outcomes and associated criteria (including referencing all three types of course work) and met all the qualification requirements. This final assessment is recorded on the Completion Statement at the end of the CLR.

Where a candidate has not met the learning outcomes (either because of insufficient evidence or because you as tutor are aware of contra-indications)[7] this must be recorded on the Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of

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[7]   Substantive evidence which you have observed as tutor which indicates that a specific assessment criterion or learning outcome has not been met despite the evidence submitted by the candidate.

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any concerns likely to affect the final internal assessment decision. These concerns should clearly relate to specific learning outcome(s) and be documented (e.g., in tutorial records, or via the self-review) alongside any agreed actions or support offered.

> **Tip:**
>
> It is important to emphasise to candidates at the beginning of the course that simply presenting evidence to meet assessment criteria may not be sufficient to meet the overall learning outcomes and/or qualification requirements. Candidates will need to participate in the practical and experiential elements of the course to enable the tutor to confirm their overall competence without any contraindications.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) online via the CPCAB Portal. Please note that centres **do not** need to wait until the external verification visit before recording internal assessment results.

The IA must record one of the following final outcomes:

1. **Proficient (P):** the candidate has met all the assessment criteria, achieved all 7 learning outcomes and has met all the qualification requirements.

2. **Not Proficient (NP)**[8]: the candidate has **not** met the assessment criteria and/or has **not** achieved the 7 learning outcomes and/or has **not** met all the qualification requirements. Or contra-indications have been indicated.

3. **Left course:** the candidate left the course before completing internal assessment.

4. **Deceased:** the candidate died before completing the course.

5. **Deferred (D):** the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include incomplete portfolio work, or work to address contra-indications.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. It is expected that candidates will complete within three months beyond the end of the course.

If a candidate is likely to exceed this then the tutor must complete the Extension Request for Candidates (CR11) form for candidates and send it to CPCAB before the three months have expired to request permission from CPCAB for a further extension.

All requests must be sent to exams@cpcab.co.uk

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[8]   Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

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Alternative arrangements

If any circumstances arise where the approved tutor(s) is unable to sign off the IA for a candidate, the centre must seek formal CPCAB approval for alternative arrangements in order to ensure that these meet CPCAB requirements for valid internal assessment.[9]

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in internal assessment and have successfully completed all the qualification requirements.

 ➢ Please use form Certification Request for Deferred Candidates (CR5) to request certificates for deferred candidates once they have successfully completed all the qualification requirements.

7. Internal Moderation, Verification, and Internal Quality Assurance (IQA)

During each teaching year an internal moderator must sample and confirm your assessments for this qualification – but not necessarily for each group you teach. During each teaching year an internal verifier/internal quality assurer must also verify that the centre's programmes are properly in place and operating effectively. Centres should ensure that their IQA processes are sufficient to support tutors to assess at the correct level, across groups, and over time. CPCAB's External Verifiers will review a centres IQA processes as part of ongoing quality assurance. Please contact your programme coordinator to find out what procedures operate at your centre.

 ➢ See the Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres.

8. External Verification

External Verification is a supportive, collaborative process where a CPCAB representative will visit the centre to understand more about the centre's own processes, gain feedback from tutors, centre staff and candidates and review the centre's system of internal assessment. All centres teaching CSK-L2 are required to have two mandatory annual external verification visits, usually one early into the academic year (between August and December) and a second later in the academic year (between March and July).

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[9]   This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

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External Verifiers (EVs) are responsible for confirming that tutor assessment is at the correct level and feedback to candidates is detailed and constructive. To do this they examine the overall process of assessment, by viewing a sample of candidate learning records (CLRs), portfolios and associated tutor assessment of those CLRs/portfolios. They will check that centre IQA is taking place and will also meet with the counselling training team and a registered candidate group.

External Verifiers will offer advice and guidance to the centre while attending the visit. They also complete a feedback report to illustrate areas of good practice and identify actions to address areas for development.

There are no fees for external verification visits as these are included within the candidate registration fee. Should an additional support/visit be deemed necessary there could be an additional fee incurred by the centre.

Please see the CPCAB website for:

- CPCAB Fees for guidance on additional fees.
- CPCAB Guidance to External Verification Visits.

9. Annual Practising Certificate (APC)

When a centre first registers with CPCAB they will receive initial approval to run for one year. In order to meet the requirements of its regulators[10], to comply with UK law and to protect the interests of candidates CPCAB is obliged to obtain a further declaration of compliance from each of its recognised centres **every year**. This declaration is also intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date.

It must be signed by the person responsible for the quality assurance and management of CPCAB qualifications within the centre via the CPCAB portal at the beginning of each academic year. Once signed the portal will automatically generate your Annual Practising Certificate (APC) for the current academic year. This declaration will be requested before the first registration is made and may delay further registrations if not completed.

An APC can be withheld:

- Until the annual declaration of compliance has been signed.

- Following an external verification visit to the centre if any serious concerns are identified. The APC will be withheld until these concerns have been rectified. CPCAB will offer appropriate support.

CPCAB reserves the right to refuse to register any further candidates or to delay candidate certification for qualifications where serious concerns have been identified. Failure to respond to the support offered

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[10]   Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

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and/or address areas identified as needing development may lead to deregistration. Deregistration may also result if a centre is involved in malpractice.

➢ Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB Website.

10. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all recognised centres to have an appropriate candidate support system in place and to make appropriate arrangements to meet individual assessment needs. As a centre you are required to identify individual candidate assessment needs prior to enrolment in order to make arrangements for reasonable adjustments.

Please see CPCAB's Reasonable Adjustment Guidance for Centres.

Both CPCAB and centres are required to recognise and comply with both the spirit and the word of equal opportunities legislation. Previous Acts were amalgamated into the Equality Act 2010.

See CPCAB's Equal Opportunities Policy.

11. Appeals and Complaints

CPCAB are committed to maintaining standards across our recognised centres so that the public can have confidence in us and our qualifications. We provide our own complaints and appeals policies for the benefit of centres and candidates.

➢ Please view our policies on Complaints, Appeals, Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB website.

All CPCAB approved centres are required to have a complaints and appeals procedure which is available to candidates. Candidates must address all appeals about internal assessment or complaints about any aspect of their learning experience on the course via the centre's own internal complaints and appeals procedures. It is the centre's responsibility to make these procedures available to candidates. Candidates who contact CPCAB directly on these issues will normally be directed back to their centre.

12. Tutor Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of each course delivery. Please click on this link to access the survey - Tutor feedback.

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Appendix 1: CSK-L2 Learning Outcomes, Assessment Criteria and Guidance for Tutors

CSK-L2		
LEARNING OUTCOME:	1. Use counselling skills ethically and safely	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.1 Use counselling skills within an ethical framework	• Understand safe & ethical practice and why it is needed. • Explore features of safe practice.	❖ Investigate the meanings of ethical, moral, legal and safe. ❖ Discuss characteristics of ethical practice and strategies for safe practice. ❖ Discuss aspects of the BACP's *Ethical Framework for the Counselling Professions* in relation to using counselling skills. ❖ Assess via (for example) learning review, observation of skills practice.
1.2 Work within personal limits of ability	• Understand what limits of ability actually means. • Develop and show awareness of own limitations in terms of knowledge and skills. • Communicate limits of own ability during skills practice.	❖ Share and discuss individual thoughts on limitations of ability. ❖ Discuss the difference between a helper using counselling skills and a counsellor working with a client. ❖ Discuss the risks to both helper and helpee of not outlining and working within limits of ability. ❖ Assess via (for example) observation of skills practice and learning review.
1.3 Enable the helpee to find additional sources of support where appropriate	• Understand where helping fits into a wider supportive network (e.g. careers advice, CAB, GP's, therapeutic counselling). • Identify a range of referral agencies along with the value and potential of appropriate referral. • Practice using this intervention in skills practice.	❖ Candidates research, for discussion, a range of referral agencies relevant to specific areas of concern. ❖ Assess via (for example) learning review and skills observation.
LEARNING OUTCOME:	2. Establish and sustain the boundaries of the helping role	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.1 Establish boundaries as a helper in a particular setting and within the limits of time available	• Discover what boundaries are needed in different helping situation and why. • Learn to work within a time boundary and why keeping to this is important. • Show ability to work within a structured framework (beginning, middle, end) in skills practice.	❖ Example activity: relate the need for structure and time boundaries in a helping session to the need for the same boundaries in a lesson. Discuss effects of poor timekeeping and lack of structure. ❖ Explore how different settings may require different boundaries of time, role etc. ❖ Practice structured sessions with time limits. ❖ Assess via (for example) learning review and skills observation.

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2.2	Establish the nature and limits of confidentiality for helping work	• Understand the implications and limitations of confidentiality and apply in skills practice sessions. • Explore what you would personally find difficult to keep confidential.	❖ Introduce the concept of having limits to confidentiality and invite candidates to discuss their thoughts and feelings about confidentiality not being absolute. ❖ Develop understanding of the complexity of this concept by group mapping of words associated with 'CONFIDENTIALITY'. Discuss the implications and limitations. ❖ Generate a list of uncertainties – i.e. 'possible occasions for disclosing', definite 'yes' and definite 'no' situations. Discuss how these situations might be managed. ❖ Assess via (for example) learning review and skills observation.
2.3	Maintain the boundaries of the helping role throughout the session	• Reflect on your understanding of the relevance of boundaries in the helping role (e.g. disclosure, relationship, ability). • Rehearse, using role-play, the maintenance of those boundaries.	❖ Example activity: model a 'boundary-free' interaction using role-play with one member of the group. Invite feedback followed by discussion. ❖ Discuss the lack of boundaries, together with the consequences of breaking boundaries. ❖ Introduce a number of role plays where boundaries are pushed and invite candidates to practice ways of managing the situations e.g. helpee asking for advice, going over time, asking the helper personal questions etc. ❖ Assess via (for example) learning review and skills observation.
2.4	End the helping interaction appropriately	• Understand the importance of sensitivity around ending a helping session and write about the risks of not working with ending appropriately. • Understand the value of summarising and demonstrate how to end a session appropriately.	❖ Explore feelings associated with endings and invite discussion on how candidates manage endings. ❖ Discuss the disciplined, connecting and containing functions of summarising. ❖ Practice skills in sessions. ❖ Assess via (for example) learning review and skills observation.
LEARNING OUTCOME:		3. Work empathically as a helper	
Assessment criteria		**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
3.1	Define empathy	• Describe the meaning of empathy. • Reflect on the difficulty and challenge of feeling empathic towards others (e.g. in the learning group, family etc.).	❖ Discuss the importance of empathy in helping work. ❖ Facilitate an activity where candidates recall a time they felt accepted and understood and a time they did not. Invite them to compare the two experiences focusing on their feelings and how they reacted/responded to each situation. ❖ Introduce the difference between empathy and sympathy by giving examples of each. ❖ Assess via (for example) learning review.
3.2	Identify and explore differences between self and others	• Develop understanding and knowledge of self (e.g. beliefs, values and own responses to experiences). • Explore how prejudices may have originated and the effect of some experiences on your own beliefs, feelings and responses. • Show an understanding of the difference between your own perception of an experience or event and that of another person's.	❖ Begin to explore differences by (a) sharing reasons for coming on the course, and/or (b) discussing in pairs individual responses to a controversial scenario. ❖ Discuss the experience of difference in the group and outside the group, focusing on beliefs, feelings and responses. ❖ Assess via (for example) learning review.

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3.3	Explore and challenge personal issues, fears and prejudices	• Investigate a range of potential differences between helper and helpee (e.g. gender, race, age, social habits, capability, sexual orientation, physical ability). • Understand why it's important to be aware of difference between the helper and helpee. • Explore stereotyping and prejudice. Identify your own beliefs, feelings and potential responses to certain people and situations. • Reflect on assumptions you have made about people and review how your assumptions have impacted on relationship(s) concerned. • Use skills practice to learn to work effectively with difference.	❖ Example activity: read out a list of different occupations and other ways in which people differ – e.g. doctor, dustman, spy, mortuary attendant, beggar, women, bisexual, smoker, young man, charity organiser and sprinter. Ask candidates to write down their immediate response as the list is read out. Also note which ones cause a strong emotional response. Discuss how these responses might affect an interaction. ❖ Facilitate an activity on "Why we judge" and "What we judge". Facilitate an open and safe space where candidates are able to be honest about their judgements and prejudices. ❖ Clearly define and differentiate between stereotype and prejudice. Discuss both terms in relation to working with others. ❖ Assess via (for example) learning review and skills observation.
3.4	Communicate empathic understanding	• Use skills to develop and communicate empathic understanding of another's perspective. • Identify how it felt to be listened to and empathically understood, as opposed to being given advice. • Reflect on how you used your skills to communicate empathically.	❖ Example activity 1: work in threes and take turns at being speaker. Speaker describes an occasion when s/he had to make a choice. One listener gives the speaker his/her own opinion immediately. Then the other listener communicates willingness to attend and allows the other to express themselves fully through the stages of the journey to the final outcome. Discuss the idea of empathy as a closely shared journey with one taking care to be with and communicate understanding of the other's perspective. ❖ Example activity 2: do a round where each person in turn expresses in three sentences how they feel or experience some recent or present situation. This has to be reflected empathically by the candidate sitting next to them. ❖ Assess via (for example) learning review and skills observation.
LEARNING OUTCOME:		4. Focus on the helpee's needs and concerns	
Assessment criteria		**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
4.1.	Enable the helpee to identify and focus on their needs and concerns	• Explore the difficulties the helpee might have of verbalising concerns and prioritising them. • Identify and practice the skills needed to assist the helpee to stay focused throughout.	❖ Discuss reasons why people might have difficulty in identifying and communicating their concerns clearly. ❖ Example activity: highlight the different perspectives by asking each candidate to write down their understanding of a scenario which the tutor reads out. Discuss the different personal 'takes' on the situation. ❖ Demonstrate and organise role-plays where clarification and focusing skills can be used. ❖ Discuss the problems of remaining focused on a difficulty over a period of time. ❖ Assess via (for example) learning review and skills observation.

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4.2	Identify own feelings in order to set them aside and focus on the helpee	• Develop self-awareness of your own agenda and reactions to the helpee's issues. • Actively explore the consequences of not being aware. • Consider ways of managing your own reactions.	❖ Discuss how personal history can interfere with helping another. Example activity: select an emotive issue from the newspaper/problem page. Tell this to the group. Ask them to write down how they respond/feel emotionally and physically, and then ask them how they might resolve the issue. Compare responses. OR: ❖ Do the same activity using mini case histories. Ask them to notice the different agendas. ❖ Assess via (for example) learning review.
4.3	Work with the helpee to meet their objectives	• Use a range of listening and responding skills to stay focused on the helpee's needs and issues. • Reflect on the challenges of doing this.	❖ Demonstrate a number of skills and interventions that could support the helpee to use the helping session effectively. ❖ Discuss the problems of remaining focused on a difficulty over a period of time. ❖ Assess via (for example) learning review and skills observation.
LEARNING OUTCOME:		5. Use self-awareness in helping work	
Assessment criteria		**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
5.1	Describe how reflecting on own personality increases self-awareness	• Identify personal blocks to listening and write about them in your learning review. • Explore aspects of your 'self' which contribute to patterns of thought and behaviour (e.g. social preferences, communication style and formative years). • Allow your understanding of the relationship between your personality and helping work to grow – by asking yourself the question "why do I do this work and why do I do it here and in this way?"	❖ Invite candidates to list as many blocks to listening as they can e.g. mind-reading, mind wandering, judging, rescuing, advising, personal thoughts and feelings, etc. Ask candidates to choose two and write about them in their learning review. ❖ Facilitate discussion in small groups: Suggest that each person asks: 'How I see myself' and 'How do others see me?' In pairs share the origins of these perceptions and the impact on communication styles. Alternatively, ask candidates to discuss the following questions: "why do I do this work and why do I do it here and in this way?" ❖ Assess via (for example) learning review.
5.2	Describe how reflecting on own personal history increases self-awareness	• Consider the ways in which your life history has impacted on your behaviour and life choices. • Identify the insights gained and suggest the potential benefits in relation to your helping work.	❖ Example activity: introduce your candidates to a 'life map' and invite them to draw their life events onto a life line. Ask them to choose one event and say how that event has influenced their lives. Work individually and then share and discuss findings. ❖ Assess via (for example) learning review.
5.3	Describe how reflecting on own patterns of relating increases self-awareness	• Discover and understand the meaning of 'relationship'. • Explore the ways in which you have developed relationships with other people. • Reflect on the difficulties that you have experienced in developing and maintaining relationships with others.	❖ Explore the range of understandings of the concept 'relationship'. ❖ Explore individual processes which contribute to the development of 'relating' – e.g. valuing, attending, understanding and trusting. Discuss how these might be present (or not) in a helping relationship. ❖ Explore how candidates might protect themselves from unwelcome emotions. Discuss the impact of different defence mechanisms on relationships. ❖ Use learning review to assess understanding. ❖ Discuss the occasions when candidates were not helped by someone from whom they expected help. Reflect on what did not go the way they expected and why. Follow this with ideas about themselves as helpers and changes in the way they might help others now. ❖ Assess via (for example) learning review and skills observation.

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5.4	Use self-awareness to inform helping work	• Identify your responses (thinking, feeling, sensing) that occur during a helping interaction. • Develop, during skills practice, a greater awareness of yourself as an individual. • Record what you noticed about yourself during a skills interaction. Use peer feedback to help in this learning activity.	❖ Example activity: invite your candidates to think of a rhythm in their own head. You start with your rhythm and gradually each person adds their own to the continuously growing collection of rhythms. The instruction to each is to try and maintain awareness of his/her own sound. Maintain the audible collection of rhythms until a few moments after all have joined in. Then stop. Check with each candidate about the extent to which they were able to maintain a sense of self. Discuss the impact of the helpee's needs on the level of self-awareness in the helping work. ❖ As ways of becoming more aware, introduce concepts such as Karpman's drama triangle, Johari window, Maslow's hierarchy and parent/adult/child states. ❖ Assess via (for example) learning review and discussion of skills practice.
LEARNING OUTCOME:		**6. Use a range of counselling skills to facilitate the helping interaction**	
Assessment criteria		**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
6.1	Demonstrate appropriate use of a range of listening and responding skills to facilitate the helping interaction	• Identify, and appropriately use, skills which enable the helpee to experience being heard, understood and accepted (e.g. questioning, paraphrasing, reflecting, summarising) – in a way which enables closer understanding of another. • Choose and use skills to move an interaction forward from beginning to middle stage and then to a conclusion. • Find out about the dangers and benefits of self-disclosure. • Increase your range of skills to support the helpee in finding ways to implement change.	❖ Use role-play to practice a range of active listening and responding skills – e.g. acknowledging, questioning, paraphrasing, reflecting, restating, summarising, appropriate disclosing. ❖ Consider the concept of 'self-disclosure' in relation to usefulness and appropriateness. Discuss the dangers and benefits of self-disclosure. ❖ Assess via (for example) learning review and skills observation.
6.2	Demonstrate appropriate use of questions	• Clarify the difference between open and closed questions and when to use them appropriately. • Reflect on whose agenda – helper's or helpee's – we are focusing on when we ask questions.	❖ Ensure candidates are clear about the difference between open and closed questions and when to use them appropriately. ❖ Introduce skills practice where candidates ask a) only closed questions; b) only open questions; and c) no questions at all. ❖ Discuss the experiences and invite candidates to write about them in their learning review. ❖ Assess via (for example) learning review and skills observation.
6.3	Demonstrate sensitivity in timing responses and staying with silence	• Reflect on personal response to silence. How do you usually react to silence? • Practice skills in role-play and reflect on the process.	❖ Facilitate a group activity where the candidates sit in silence for 5 minutes and then invite them to write about or draw what was in the silence. Discuss. ❖ Ensure candidates are aware of the value of silence ❖ Assess via (for example) learning review and skills observation.

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LEARNING OUTCOME:	7. Use feedback and reflection to enhance counselling skills	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
7.1 Use reflection and feedback to assess personal progress and identify learning needs	• Keep a record of feedback received from peers and tutor observation – note and monitor your capacity to hear and work with constructive feedback. • Record reflections on your personal development and competence as a helper. • Identify your progress, any barriers to progress and any areas of skills or knowledge that need to be developed further.	❖ Support self-review in individual and group tutorials. ❖ Highlight the use of Documents, Tutor Observation and Testimony as sources of insight into progress and personal development. ❖ Assess via (for example) self-review.
7.2 Use feedback skills to provide constructive feedback to other learners	• Provide verbal and written feedback to other learners using a constructive and honest approach – e.g. the feedback sandwich – offering positive observations at the beginning and end of the feedback. Areas for growth are offered in a constructive manner. • Identify personal areas of difficulty in feedback – e.g. are you overly critical or overly "nice"? Explore and reflect on this and write about it in your learning review. • Practice this skill in the skills practice sessions. • Look critically at your own responses to the process of giving feedback to others.	❖ Highlight the value to learning of observing and giving clear, constructive feedback to others. ❖ Emphasise the need for specific and realistic feedback. ❖ Invite candidates to explore personal blocks and challenges to giving honest feedback. ❖ Assess via (for example) peer and tutor feedback and the learning review.

Appendix 2: Example Completion Statement for CSK-L2

Completion Statement for Candidate Learning Record Level 2 Certificate in Counselling Skills (CSK-L2)			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Use counselling skills ethically and safely		
2	Establish and sustain the boundaries of the helping role		
3	Work empathically as a helper		
4	Focus on the helpee's needs and concerns		
5	Use self-awareness in helping work		
6	Use a range of counselling skills to facilitate the helping interaction		
7	Use feedback and reflection to enhance counselling skills		

To be completed by tutor:

Where the learning outcome has <u>not</u> been achieved, please:

(a) State clearly which learning outcome this relates to.
(b) Give specific and relevant reasons why the learning outcome has not been achieved.
(c) Record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications	Proposed course of action

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: .... Candidate signature: .... Date: ....

I declare that this Completion Statement is a true record of the candidate's achievement:
I declare that this candidate has achieved all the above qualification requirements for CSK-L2:

Tutor name: .... Tutor signature: .... Date: ....

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Appendix 3: Criteria Assessment Sheet (CAS)

Candidate: ....

Group: …………………………………………………………..

Qualification: ....

Coursework: …………………………………………………….

Candidates:	In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment.			
Assessors:	Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved).			
For completion by the candidate: Candidate reference to coursework			For completion by the tutor: Tutor assessment	
Unit (TC-L4 only)	Criteria number	Page number	*YES/NO*	Tutor feedback
General comments:				
Tutor name:			Date:	

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