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2024 - 2025

Trainer Guide

Level 2 Award in Effective Listening Skills (ELSK-L2)

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

Qualification/learning aim number: 500/7794/6

Counselling & Psychotherapy Central Awarding Body (CPCAB)

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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 Trainers

This qualification is designed for candidates who wish to develop their listening skills for use in a variety of personal and professional contexts to:

- Improve communication
- Improve work relationships
- Enhance personal relationships
- Promote better community relations.

See the [ELSK-L2 Specification](#) for more information on qualification purpose.

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 [ELSK-L2 Specification](#).

The Learning Outcomes, Assessment Criteria and Guidance for Trainers can be found in [Appendix 1](#) of this document.

To achieve the qualification candidates must be assessed 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 Trainer Assessment

ELSK-L2 trainers **do not need to attend** standardisation training as this qualification is directly verified by CPCAB.

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 trainer has any other personal/professional relationship with a prospective candidate¹. 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.²

Candidate registration fees

Please see the [CPCAB Fees](#) documents 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

Levels 4 to 6:

¹ Please see the [Conflict of Interest Policy](#) on the CPCAB website for further guidance.

² 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.

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

5. Internal Assessment

As the trainer you are responsible for carrying out internal assessment which is then internally moderated at the centre and independently verified by CPCAB. To successfully complete the course, candidates must complete a Candidate Portfolio. The portfolio is all the course work required for completion of this qualification.

The candidate portfolio is made up of three parts. All parts need to be completed:

1. **Documents** – This section has 2 parts. The first part is a self-review which has 7 questions which link directly to the 7 learning outcomes. Each question is worth 1 mark and the candidate will need to get 4 marks out of a possible 7 to be assessed as proficient in the self-review. The second part of this section is for journal notes – space to record key learning experiences and related feelings and thoughts.
 2. **Trainer observation** – You, as trainer, will complete this section of each candidate's portfolio, giving feedback from your observation of their use of the skills learnt in a skills practice session.
 3. **Testimony** – This section needs to be completed by one of the candidate's peers, from observing a skills practice session.
- See the ELSK-L2 Specification for a summary of minimum assessment requirements.

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 trainer. 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 trainer, 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 verifier.

6. Recording Final Results of Internal Assessment

At the end of the course you (the trainer) must look at the evidence provided in the candidate portfolio and assess whether the candidate has achieved the learning outcomes 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 this must be recorded on the Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of 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) 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.

The trainer's final internal assessment (IA) for the whole group must be recorded (by the centre) online via the CPCAB Portal (portal.cpcab.co.uk). The IA must record one of the following final outcomes:

1. **Proficient (P)**: the candidate has gained proficiency in the self-review, completed all the sections of the portfolio, achieved the 7 learning outcomes and has met all the qualification requirements without contra-indications.
2. **Not Proficient (NP)**³: the candidate has **not** completed the criteria and/or has **not** achieved the 7 learning outcomes and/or has **not** met all the qualification requirements.
3. **Left course**: the candidate left the course before completing internal assessment.
4. **Deceased**: the candidate died before completing the course

Some CPCAB qualifications offer the option to record an interim result of "Deferred" (to allow additional time for incomplete work - e.g. client hours). This option is not available for this qualification.

Alternative arrangements:

If any circumstances arise where the approved trainer(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.⁴

³ Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

⁴ This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and trainers.

7. Independent Verification

The candidate portfolios are **internally assessed and moderated**. Once internal assessment and moderation has been carried out, please provide CPCAB with the below documents for independent verification:

- A sample of Candidate Portfolios
- Completed Candidate Portfolio Cover Sheet
- Completed Independent Verification Declaration for ELSK-L2
- Candidate Evaluations of the course
- Moderation report for the group

Please email all documents to verification@cpcab.co.uk. Failure to include **ALL** documents will result in a delay in Independent Verification and certification.

Please see [Independent Verification Centre Guide for ELSK-L2 + USM-L2](#) for further information.

The sample should consist of 30% or four portfolios, whichever is the greater number. If a group falls below the minimum number of 6 candidates, then all portfolios will need to be emailed to CPCAB. Please supply a range of abilities.

CPCAB will verify your assessment by independently verifying the portfolios to ensure all the learning outcomes have been met and that tutor assessment is consistent, accurate and fair. Written feedback and any action considered necessary to fulfil the assessment requirements will be sent to the centre with the certificates.

Certification:

CPCAB certifies successful candidates upon receipt of internal assessment results and completion of independent verification.

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

For each group you teach an internal moderator must sample and confirm your assessments for this qualification. Internal Moderation reports are required to be sent to CPCAB along with a sample of candidate portfolios for Independent Verification.

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. 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](#).

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 regulators⁵, 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 and/or address areas identified as needing development may lead to de-registration. De-registration may also result if a centre is involved in malpractice.

- Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the [CPCAB Website](#).

⁵ Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

10. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all registered 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](#).

All individual assessment needs should be arranged by the centre, but the candidate's work must:

- Meet the requirements of the qualification specifications.
- Be assessable in a way that allows the assessment to be moderated and verified.

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](#).

Please 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](#).

Appendix 1: ELSK-L2 Learning Outcomes, Assessment Criteria and Guidance for Trainers

| ELSK-L2 | | |
|---|--|---|
| Learning outcomes The learner will/will be able: | Assessment criteria The learner can: | Trainer guidance |
| 1. Create a safe space for an individual to talk | 1.1 Find a safe place and explain any limits to the listening activity | <ul style="list-style-type: none"> ❖ Use group exercises and discussion to establish the reasons why a safe place is needed and what a listener is able to provide. ❖ Help the candidate to understand the importance of environment (privacy, room layout, space) in order to communicate readiness to listen to someone. ❖ Explore managing confidentiality, time boundaries and acknowledging the limits of their ability. Discuss the need to be able to share information if the individual indicates that they might be a danger to themselves or others. ❖ Example exercise: In small groups ask candidates to identify similarities and differences between various “helping” roles: listener, counsellor, teacher, advice worker, doctor etc. |
| 2. Help an individual to talk about their concerns | 2.1 Help the individual feel welcomed and able to talk 2.2 Reply to what the individual is saying, showing an understanding of their worries and feelings | <ul style="list-style-type: none"> ❖ Collect ideas of what makes each person in the group feel welcomed and safe. Discuss differences and similarities within the group. ❖ Introduce a range of listening/responding skills and invite candidates to practice them in triads. ❖ Example exercise: Demonstrate a range of listening and responding skills (demonstrate some well and some poorly). Ask for feedback on their effectiveness in communicating awareness of what the individual is experiencing and feeling. |
| 3. Understand the importance of being non-judgemental | 3.1 Demonstrate a non-judgemental approach | <ul style="list-style-type: none"> ❖ Discuss what empathy means. ❖ Facilitate small group discussions on “Why we judge” and how we can challenge our stereotypes and judgements. ❖ Example exercise: Use a group activity to facilitate awareness of the similarities and differences within the group and explore how difficult it can be for a person to be and to feel different. |
| 4. Listen attentively | 4.1 Use attending skills to let the individual know they have been heard | <ul style="list-style-type: none"> ❖ Demonstrate and provide guidance on the appropriate use of listening and responding skills. ❖ Explore barriers to listening, e.g. mind wandering, dreaming, problem solving, chatting. ❖ Example exercise: Introduce SOLER as an acronym to remind learners about appropriate listening stance: S = Sit straight O = Open body language L = Lean forward E = Eye contact R = Relax. |

| | | |
|--|---|---|
| <p>5. Understand the importance of self-awareness</p> | <p>5.1 Write about how the listening activity affected them</p> <p>5.2 Describe why they might need support after listening to someone</p> | <ul style="list-style-type: none"> ❖ Introduce the idea that listeners sometimes need support following a listening activity. ❖ Example exercise: Work with candidates to identify personal feelings using paints, music, poetry etc as a medium. |
| <p>6. Manage the listening activity sensitively</p> | <p>6.1 Use listening and responding skills to manage the listening activity</p> <p>6.2 List other sources of support an individual might find helpful</p> | <ul style="list-style-type: none"> ❖ Show and enable practice of listening and responding skills in triads. ❖ Practise beginning and ending a listening activity appropriately. ❖ Example exercise: Invite candidates to identify alternate supports within the local community and pool resources to make a “handbook of support”. |
| <p>7. Use reflection to develop effective listening skills</p> | <p>7.1 Write reflectively about their use of listening skills in order to develop these skills</p> | <ul style="list-style-type: none"> ❖ Show how a listener can reflect on/think about how they used skills. ❖ Provide sample ‘self-reflection’ questions that could be used to help listeners to think about their work. ❖ Example exercise: Making a feedback sandwich. In triad work invite the observer to give feedback to the listener by identifying an area for growth and sandwiching it between two strengths. |

Appendix 2: Example Completion Statement for ELSK-L2

This is to be completed by the trainer. It is for centre internal assessment decisions only:

| | |
|---|--|
| Portfolio Part 1a – Marks for self-review: | |
| Portfolio Part 1b – Journal entries present (Y or N)? | |
| Portfolio Part 2 – Trainer observation of skills (P or NP): P = Proficient NP = Not Proficient | |
| Portfolio Part 3 – Peer feedback present (Y or N)? | |
| Trainer name: | |
| Trainer signature: | |
| Internal moderator name: | |
| Internal moderator signature: | |
| Final result (P or NP): P = Proficient NP = Not Proficient | |

Internal moderation comments:

Trainer additional comments:

Trainer name: Trainer signature: Date:

Appendix 3: Skills to be Taught (ELSK-L2)

- » Listening and responding skills encourage the other person to continue talking.
- » Listening and responding skills communicate empathic understanding.
- » Listening and responding skills to empower the individual.

| Skill | Explanation | Further explanation/examples |
|---|--|---|
| Non-verbal prompts | Using facial expression and body language to communicate attention and interest. Conveys an openness to listen and understand. | Eye-contact Facial expression Physical position Tone of voice Acknowledging nods Minimal encouragers |
| Silence | Allowing silence for thought and reflection. | Sitting quietly whilst the speaker reflects or takes time to collect their thoughts. Also taking time to think about what you wish to say. |
| Paraphrasing – reflecting the content or facts of the information | Putting into your own words what you understand the other person has said without changing the actual content. | “From what you have just said I understand that you will be leaving home tomorrow and have nowhere to stay.” |
| Closed questions | Answered by a ‘yes’ or ‘no’ or one word factual response, this type of question aims to gather facts and figures. | Are you happy? Do you like spring? |
| Open questions | Requiring more than a ‘yes’ or ‘no’ answer, this type of question produces longer responses and invites someone to explore an issue or situation in greater depth. | What brings you here? What do you like about this time of year? |
| Empathy and reflecting feeling | The listener identifies the key feeling(s) present. These may be picked up empathically, through the talker’s words, gestures, facial expressions etc. Reflection communicates understanding and is evidence of attentive listening. | “Your situation is difficult, and I am aware of how uncertain you may be feeling.” “You’re feeling bad and guilty about the situation.” |

This chart may be reproduced for your candidates. It may need to be amended depending on the context in which the learning is taking place and the age of the learning group.

Appendix 4: Example Candidate Portfolio (with trainer guidance)



Candidate Portfolio

Level 2 Award in Effective Listening Skills

Note: The portfolio (and Cover Sheet) to be completed is given in the Candidate Guide. In this Trainer Guide we have reproduced the portfolio for convenience and to provide some additional trainer guidance notes.

Portfolio requirements (guidance for candidates)

Your portfolio is made up of three parts. All three parts need to be completed.

Part 1 – Document section:

This section has two parts. The first part is a Self-Review, which has seven questions. Each question relates to one of the qualification's seven learning outcomes. Each question is worth 1 mark. You must get 4 marks out of a possible 7 to pass this part of the portfolio.

The second part of this section is for your journal notes, where you can summarise your thoughts and feelings in relation to your learning.

Part 2 – Trainer observation:

During the course your trainer will observe you practising your skills. Your trainer will complete this part of your portfolio.

Part 3 – Testimony:

One of your peers will also observe you practising your skills. They will complete this part of your portfolio.

Once all the tasks in your portfolio have been completed, your trainer will assess your work and give you feedback. Your portfolio will be sent to CPCAB to be independently verified. Remember to keep a photocopy if you want one for your own records.



Advice to candidates:

- Complete all of the questions in your portfolio.

- Read the question carefully before responding. Some questions ask for actual examples of when and how you used your new skills.
- Please write clearly. You may wish to draft your answers in rough before writing in your portfolio.
- Think about all you have discussed and learnt during the course to help you answer the questions.
- When answering the questions, try and use actual examples of when and how you used your new skills.
- Write your answers in the space provided. If you need additional space, please use the 'Additional learning notes' page at the back of your portfolio, making sure you write what question you are responding to. **Do not attach any additional notes or pages to your portfolio.**
- If you are unsure about any of the course requirements, please ask your trainer for guidance.

Portfolio Part 1a: Document section – Self-Review

Please complete the sections below in the space provided. Each of the seven questions is linked to a corresponding learning outcome (there are also seven of these).

Question 1:

In a listening activity, what did you say to explain the limits of the help you can offer?

Guidance for trainers - answers could include:

Examples from practice sessions when candidates explained to an individual that they are not a counsellor, not an expert, but are able to listen so that the individual has the opportunity to talk to someone.

Notes: This question requires the candidate to show awareness of what the role does (and does not) entail and how they communicated this.

Question 2:

What would you say or do to make someone feel welcome and able to talk about their concerns?

Guidance for trainers - answers could include:

Showing an understanding of what is appropriate to do and say to make someone feel welcome. They could mention environment, confidentiality, boundaries, conveying acceptance and non-judgement, empathic understanding, active and attentive listening, not interrupting etc.

Notes: An example from a listening activity can be given rather than just a written list.

Question 3:

Why is it important not to be judgemental?

Guidance for trainers - answers could include:

Providing safety, allowing someone to open up, to develop a trusting relationship, to provide acceptance and warmth, to communicate empathy.

Question 4:

Describe two of the listening and responding skills you used to encourage someone to talk about their worries and feelings.

Guidance for trainers - answers could include:

Body language, non-verbal prompts, being silently attentive, paraphrasing, reflecting, asking open questions, communicating empathy, ending a meeting sensitively.

Notes: This question is asking for a description of the skills rather than just a list.

Question 5:

Why might you need support after listening to someone's concerns?

Guidance for trainers - answers could include:

Feeling upset by what someone has said.

Feeling worried about the person they have been listening to.

To gain information on additional support.

Notes: The candidate's answer needs to show some understanding of the need for their own personal support (as distinct from the need to provide safety for the individual).

Question 6:

Give three examples of where an individual you are helping could find additional support.

Guidance for trainers - answers could include:

Details of support within their social, educational or working communities and/or external organisations – e.g. counselling agencies, law centres, social services, Citizen's Advice Bureau, GP etc.

Notes: Candidate needs to be aware of a range of agencies/services offering support. The support could be physical, emotional, psychological or spiritual.

Question 7:

Describe one important thing you have learned on this course which will help you be a better listener?

Guidance for trainers - answers could include:

What they do well and an area for further growth. The answer could also refer to how they behave differently, think differently or relate differently to others as a result of being on the course.

Acceptable answers could also be the skills that have been learnt:- non-verbal prompts, being silently attentive, paraphrasing, reflecting, asking open questions, communicating empathy, ending a meeting sensitively.

Notes: The emphasis should be on the candidate's thoughts, feelings and/or experience, with a focus on self-awareness.

Portfolio Part 1b: Document section – Journal notes**Summary of key learning:**

| Date | What have you learnt? | How did you feel? |
|------|--|-------------------|
| | <p><i>This section is for candidates to record their thoughts, feelings and learning points after each session. Notes can be brief, but the idea is to introduce the importance of self-reflection as a learning tool.</i></p> | |

Portfolio Part 2: Trainer observation section

Trainer feedback form

To be completed by the trainer:

Use this form to record your observations of the candidate's increasing ability to use the new skills they have learned. This may be over several practice sessions. If the candidate has not mastered a skill first time round, then simply record when this skill has been achieved.

Did the helper:

| | |
|--|--|
| Begin the session and create a safe space for someone to talk (including explaining limits)? | |
| Help someone to talk about their concerns? | |
| Use non-verbal prompts (nodding, facial expression, eye contact, minimal encouragers, open body language)? | |
| Allow silence for thought and reflection (not interrupting)? | |
| Ask open questions? | |
| Paraphrase? | |
| Communicate empathy (show understanding, reflect)? | |
| End the session sensitively? | |
| Further comments: | |

Overall, was the candidate proficient in skills practice? Yes No Please tick one

Trainer name: Signature:

Portfolio Part 3: Testimony section

Trainer guidance on peer feedback:

Candidates are expected to give each other feedback on their use of skills during each learning session. One example of peer feedback must be recorded in the candidate's portfolio (to provide "testimony"), using the version of this form as given in the Candidate Guide. It does not matter which peer carries this out or which practice session it relates to.

This section is to be completed by one of your peers:

Name of peer observer:

The observations should be assessed as follows:

(1) Good (2) Just OK (3) Needs more practice

Beginnings

| | | | |
|-------------------------------|---|---|---|
| Welcoming and acceptant | 1 | 2 | 3 |
| Makes limits of ability clear | 1 | 2 | 3 |

Able to demonstrate accurate listening

| | | | |
|----------------------------------|---|---|---|
| Appropriate eye contact | 1 | 2 | 3 |
| Appropriate non-verbal responses | 1 | 2 | 3 |
| Does not interrupt | 1 | 2 | 3 |
| Accurately reflects content | 1 | 2 | 3 |
| Accurately reflects feelings | 1 | 2 | 3 |

Able to use empathic responses appropriately

| | | | |
|--------------------------------|---|---|---|
| Uses appropriate tone of voice | 1 | 2 | 3 |
| Communicates understanding | 1 | 2 | 3 |

Able to summarise during and at the end of a session

| | | | |
|-----------------------------------|---|---|---|
| Suggests other sources of support | 1 | 2 | 3 |
| Ends appropriately | 1 | 2 | 3 |

Any other comments:

Appendix 5: Independent Verification

Candidate Portfolio Cover Sheet for ELSK-L2 & USM-L2

This form is to be completed by the candidate and trainer. Please attach this to the candidate portfolio samples sent to CPCAB for Independent Verification to support the assessment and quality assurance of this candidate's work.

Failure to provide ALL this information will delay the Independent Verification and certification of the group.

| | |
|-------------------------|-------------------|
| Centre name and number: | Candidate number: |
|-------------------------|-------------------|

| | |
|--|-------|
| I confirm that I have personally completed this portfolio and that it is a true and accurate record of my own work. | |
| Candidate name: | |
| Candidate signature: | Date: |

| | |
|---|-------|
| I confirm that this portfolio is the candidate's own work. | |
| Trainer name: | |
| Signature: | Date: |

| | |
|---|-------|
| External Quality Assurance | |
| CPCAB Independent Verification | |
| Independent Verifier name: | |
| Signed (for by CPCAB Head Office): | Date: |

Appendix 6: Independent Verification Declaration

This form is to be completed by the trainer. Please email all documentation to verification@cpcab.co.uk

Please provide the following documentation to support the assessment of this candidate group. **Failure to provide ALL this information will delay the Independent Verification and certification of the group.** Please use this table as a checklist to ensure that you have provided all the relevant documents for Independent Verification.

| | |
|----------------------------------|----------------|
| Centre name: | Centre number: |
| Trainer name and e-mail address: | |

| Which qualification? Please tick box: | ELSK-L2 <input type="checkbox"/> | USM-L2 <input type="checkbox"/> |
|--|----------------------------------|---------------------------------|
| Group number: | | |
| Number of portfolios submitted for Independent Verification: | | |
| How many have been assessed as 'P' (Proficient)? | | |
| How many have been assessed as 'NP' (Not Proficient)? | | |
| Internal Quality Assurance | | |
| Name of Internal Moderator: | | |
| How many portfolios have been Internally Moderated from this group? | | |
| Name of Internal Verifier: | | |
| Has Internal Verification taken place for this cohort? | Yes/No | |
| Have the Internal Assessment results been uploaded to the CPCAB portal? portal.cpcab.co.uk | Yes/No | |
| Please ensure you include the following with the candidate portfolios: | | Please mark |
| Sample of candidate portfolios ⁶ | | |
| Signed candidate portfolio cover sheets | | |
| Independent Verification Declaration | | |
| All candidate evaluations of the course | | |
| Internal Moderators' report | | |

Signed (on behalf of the centre):

Position:

Name (please print):

Date:

⁶ The sample should consist of 30% or four portfolios, whichever is the greater number. If a group falls below the minimum number of 6 candidates, then all portfolios will need to be emailed to CPCAB for Independent Verification - Please supply a range of abilities.

Appendix 7: Candidate Evaluation Form for ELSK-L2 & USM-L2

We hope you have enjoyed your training. Please complete this evaluation form to provide CPCAB with your feedback. You can include your name if you like or keep your feedback confidential.

| | | | | | | |
|--|------------------|----------------|----------|-------------------|---------------------|----------------|
| Which qualification? Please mark appropriate box: ELSK-L2 <input type="checkbox"/> USM-L2 <input type="checkbox"/> | | | | | | |
| Candidate name: | | | | | | |
| Centre name: | | | | | | |
| Date you started: | | | | | | |
| Date your course will finish: | | | | | | |
| For the questions below, please mark the box that best matches your experience of the qualification. | Definitely agree | Slightly agree | Not sure | Slightly disagree | Definitely disagree | Not applicable |
| I found the course content was right for the qualification | | | | | | |
| I found the assessment clear and understandable | | | | | | |
| I found the course was long enough for me to meet all the requirements | | | | | | |
| I found the coursework enabled me to demonstrate my knowledge, understanding and skills | | | | | | |
| I found that the course met my individual learning needs | | | | | | |
| This course has helped my confidence in the subject area | | | | | | |
| I have enjoyed my study | | | | | | |
| Any other comments about the qualification | | | | | | |
| | | | | | | |