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for counsellors

2024 - 2025

Tutor Guide

Introduction to Counselling Skills (ICSK-L2)

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

Qualification/learning aim number: 500/7762/4

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 Tutors

This qualification is intended for candidates who want to:

- Learn basic counselling skills (listening and responding skills) in helping roles.
- Find out more about counselling. This qualification won't teach them to be a counsellor but may help them decide whether or not they want to train as one.
- Improve professional and personal relationships

This qualification does not lead directly to an employed role. However, it could enhance an existing role or increase the general employability of those seeking to enter the job market.

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

Tip:

Make sure your candidates understand that this is the very first step in learning counselling skills and will not train them to be counsellors.

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 more specialised or in-depth help they may need.

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.

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)

All the qualification information – including the **minimum assessment requirements** – is contained in the [ICSK-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 **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

All new tutors teaching this ICSK-L2 MUST attend a standardisation training day before or during their first delivery of the qualification, but they do not need to attend again each subsequent 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

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 candidate². If in doubt, please contact CPCAB for further advice or information.

² Please see the [Conflict of Interest Policy](#) on the CPCAB website for further guidance.

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 reduce 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

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.

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.

Candidates must give **one** piece 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 the 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 the course. Your candidates also need to complete 1 Self-Review or one of your own choosing. Candidates may (optionally) also include here an assignment (such as an essay), tutorial records (when written by the candidate) and/or notes on their personal development.⁵
 2. **Tutor observation** – Your candidate must include records of tutor feedback on their skills practice sessions – they must refer to at least 1 example of being observed by their tutor. Also included in this section could be 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 skills practice sessions. Also included in this section could be peer feedback on group discussions.
- See ICSK-L2 Specification for a summary of minimum assessment requirements.
 - » See the CPCAB film on How to build a student portfolio.

Tip:

It is a good idea to outline possible sections in the portfolio. For example:

- Documents: learning reviews, self-review
- Tutor observations: tutor feedbacks on skills practice
- Testimony: peer feedbacks on skills practice

Make the portfolio requirements clear and encourage a consistent style and structure for all candidates.

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.

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.

⁴ Please note that if it's 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, other personal development work, or from personal counselling (if any).

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)⁶ 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 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 met all the qualification requirements.
2. **Not Proficient (NP)**⁷: 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.

⁶ 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.

⁷ Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

Some CPCAB qualifications offer the option to record an interim result of “Deferred” in order 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 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.⁸

Certification

Qualification certificates are automatically sent to your centre for Proficient candidates who have successfully completed all the qualification requirements.

Archiving:

Please see CPCAB’s [Archiving and Retention Policy](#) for Centres.

7. 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. You will need to confirm that this has taken place when uploading results to the CPCAB Portal. The External Verifier will ask to see evidence this had taken place when they carry out their annual visit.

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](#).

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. Most centres are required to have two mandatory annual external verification visits, usually one early into the academic year

⁸ This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

(between August and December) and a second later in the academic year (between March and July). However, centres offering **only** ICSK-L2 will normally receive only one visit during the year.

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 regulators⁹, 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.

⁹ Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

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 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](#).

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: ICSK-L2 Learning Outcomes, Assessment Criteria and Guidance for Tutors

ICSK-L2		
LEARNING OUTCOME	1. Work within the limitations of the helping role	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
1.1 Explain the nature of helping work and how it differs from other supports e.g. counselling, coaching, friendship	<ul style="list-style-type: none"> • Show that you understand where helping work fits into a wider supportive network by comparing the help provided by other helping agencies (e.g. careers advice, CAB, GP's, therapeutic counselling). • Identify, through role-play and discussion, the difference between the roles of helper, counsellor and friend, and the importance of clearly stated limits of ability. 	<ul style="list-style-type: none"> ❖ Compare and contrast the similarities and differences between helping work and other supports – e.g. counselling, advice, coaching etc. ❖ Discuss a range of possible referrals. ❖ Assess via (for example) learning review, mini assignment.
1.2 Communicate limits of ability as a helper	<ul style="list-style-type: none"> • Develop awareness of the limits of your own ability as a helper and explore these limitations in your learning review, outlining why it's important that your helpee knows your limits of ability. • Practise communicating these limitations in skills sessions. 	<ul style="list-style-type: none"> ❖ Facilitate discussion that identifies why it is important that the helper informs the helpee of their limits of ability. Explore the risks of not doing this. ❖ Invite candidates to practice communicating their limits of ability at the beginning of a skills practice.
LEARNING OUTCOME	2. Establish boundaries for helping work	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
2.1 Set the boundaries of the helping interaction, including the limits of confidentiality and time available	<ul style="list-style-type: none"> • Understand the role of boundaries in a helping relationship and what boundaries need to be in place at the beginning of a helping session. • Discuss your experience of setting and keeping to boundaries in a helping session. • Understand the meaning of confidentiality and its limits. • Practise using this criterion in skills sessions. 	<ul style="list-style-type: none"> ❖ Example exercise: candidates explore experiences of being both a helpee and helper, focusing on (a) what helped; and (b) what didn't help. ❖ Discuss how setting boundaries (including time) helps to establish the helping role. ❖ Invite candidates to experience (a) a helping session with boundaries in place; and (b) a helping session without boundaries in place and then to compare the differences. ❖ Assess understanding through learning review and assess skills through practice sessions. ❖ Example exercise: candidates explore (in pairs) situations that would, and would not, be kept confidential. Follow this with a group discussion of (a) the consequences of breaching confidentiality with a helpee; and (b) the limits to confidentiality. ❖ Assess via (for example) learning review and skills practice sessions.
2.2 End the helping interaction appropriately	<ul style="list-style-type: none"> • Reflect on and understand the need to end a helping session sensitively and within the time boundaries, clarifying why this is important. • Practise concluding a helping session – e.g. use summarising skills, check how the helpee is. 	<ul style="list-style-type: none"> ❖ Discuss the importance of ending the helping interaction well and what makes a "good" ending. ❖ Assess via (for example) skills practice sessions and learning review.

LEARNING OUTCOME:	3. Communicate empathic understanding	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
3.1 Differentiate between empathy and sympathy	<ul style="list-style-type: none"> • Read about and discuss the meaning of empathy. • In group skills sessions work towards experiencing empathic understanding as a helper and as a helpee. • Reflect on these experiences and their impact upon you. 	<ul style="list-style-type: none"> ❖ Discuss the concept of empathy and how it differs from sympathy. ❖ Assess via (for example) learning review or mini assignment reflecting on own experience in role play.
3.2 Apply initial counselling skills to communicate empathic understanding	<ul style="list-style-type: none"> • Explore ways to let the helpee know that you are listening and understanding them. • Use body language and responding skills to communicate empathic understanding in a practice session. • Reflect on these experiences and their impact upon you. 	<ul style="list-style-type: none"> ❖ Introduce a range of skills that convey empathic understanding – e.g. reflection, paraphrasing, minimal encouragers, open and attentive posture. ❖ Introduce SOLERB as a way of conveying attention and rapport: Sit straight, Open posture, Lean forward, Eye contact, Relax, Breathe. ❖ Facilitate skills practice sessions where candidates do not use these skills, but instead demonstrate closed posture, ask lots of questions and frown or look away etc. Invite discussions on how those impact on helpee. ❖ Assess via (for example) tutor observation of candidate skills in practice sessions.
3.3 Demonstrate sensitivity to individual needs	<ul style="list-style-type: none"> • Consider why it is important to treat each person as an individual and explore the risks of making assumptions. 	<ul style="list-style-type: none"> ❖ Facilitate an activity where candidates can list assumptions they have made about individuals and groups. Group can then discuss how assumptions are arrived at and how they can affect a helping relationship. Candidates may wish to discuss the assumptions they made about each other and the tutor at the beginning of the course and whether these assumptions have changed as the course has unfolded. ❖ Assess via (for example) learning review.
LEARNING OUTCOME:	4. Focus on the helpee's agenda	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
4.1 Identify the helpee's needs	<ul style="list-style-type: none"> • Learn a range of skills that will allow you to find out what the helpee needs. • Practise this criterion in skills sessions. 	<ul style="list-style-type: none"> ❖ Identify skills that help to find out what a helpee needs. ❖ Use feedback time (following skills practice) to discuss whether the helping session focused on the helpee's needs and how this was accomplished. Allow the helpee, helper and observer time to share their experience of the session. ❖ Assess via (for example) practice sessions.
4.2 Describe why it is important to identify and stay focused on what is most important to the helpee	<ul style="list-style-type: none"> • Understand the importance of focusing on the helpee's agenda. • Understand the importance of not putting your own agenda first. • Practise this criterion in skills sessions. 	<ul style="list-style-type: none"> ❖ Discuss the idea that the helper and helpee may have different agendas and how this might affect the interaction. ❖ Assess via (for example) learning review and skills practice sessions.
LEARNING OUTCOME:	5. Understand the importance of self-awareness in helping work	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
5.1 Explain the importance of developing self-awareness in helping work	<ul style="list-style-type: none"> • Focus on personal thoughts and feelings following each lesson. Explore feelings and emotions you find difficult or challenging, both in your personal life and in a helping situation. • Record your understanding of why learning about yourself is important in helping work. 	<ul style="list-style-type: none"> ❖ Discuss (a) the concept of self-awareness; (b) examples of personal growth and development; and (c) the value and uses of personal counselling. ❖ Learning review: candidate reflects on insights that have been applied to their subsequent practice sessions and/or helping work. ❖ Assess via (for example) learning review.

5.2 Describe how own personality impacts on helping work	<ul style="list-style-type: none"> Record something you have learned on the course about yourself/your personality. Apply what you have learnt about yourself in subsequent skills sessions and/or helping work. Evidence this criterion by writing about your personal development and reflecting on how this might be important in your role as helper. 	<ul style="list-style-type: none"> Suggest a range of listening blocks (to help candidates raise self-awareness around being in a helping role): e.g. daydreaming, filling silence, interrupting, asking questions, offering advice, judging etc. Introduce e.g. Johari window or Karpman's drama triangle as ways of becoming more self-aware. Assess via (for example) learning review.
LEARNING OUTCOME:	6. Use listening and responding skills	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
6.1 Describe the significance of non-verbal communication	<ul style="list-style-type: none"> Understand the importance of non-verbal communication and focus on how much communication is carried out without words. Demonstrate appropriate minimal encouragers in skills practice. 	<ul style="list-style-type: none"> Discuss: (a) listening blocks; and (b) the experience of being listened to. Facilitate games where language is not used – e.g. charades. Introduce listening activities where participants cannot see each other: e.g. sitting back to back, blindfolded etc. Discuss experience. Assess via (for example) skills practice sessions, learning review.
6.2 Describe and demonstrate open and attentive posture in helping work	<ul style="list-style-type: none"> Practice SOLER in skills sessions: Sit straight, open posture, lean forward, Eye contact, Relax, Breathe. Review how an open and attentive posture might impact on a helpee in a helping session. 	<ul style="list-style-type: none"> Demonstrate SOLER in skills sessions: Sit straight, Open posture, lean forward, Eye contact, Relax, Breathe. Facilitate discussion around challenges of this and why we might adopt a closed posture. Assess via (for example) skills practice sessions, learning review.
6.3 Describe and demonstrate the listening and responding skills of paraphrasing, reflecting and summarising	<ul style="list-style-type: none"> Learn and practice a range of responding skills. Practice engaging in conversations where you do not give advice, talk about self, ask questions, console or "rescue". Practise this criterion in group discussions and skills sessions. 	<ul style="list-style-type: none"> Demonstrate examples of different responding skills and then discuss their impact on the helpee. Assess via (for example) skills practice sessions, learning review.
6.4 Describe the difference between open and closed questions and use these appropriately in helping work	<ul style="list-style-type: none"> Clarify the difference between open and closed questions and when to use them appropriately in helping sessions. Write a list of closed questions and their "open" counterparts. Practise using open questions in skills practice. 	<ul style="list-style-type: none"> Describe the two types of question (open and closed) and explore the impact of each. Facilitate skills practice where candidates ask only open questions OR only closed questions OR no questions at all. Facilitate a discussion about their experiences of each of the three sessions. Assess via (for example) skills practice sessions, learning review.
LEARNING OUTCOME:	7. Use review and feedback to develop initial counselling skills	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
7.1 Use reflection and feedback to identify personal progress and learning needs	<ul style="list-style-type: none"> Reflect on the criteria, your learning experience and feedback from others in skills sessions and group discussion. Identify what you have learnt and what you still need to learn. 	<ul style="list-style-type: none"> Discuss: 'My learning, my progress and my learning needs'. Assess via (for example) learning review and responses to tutor and peer feedback sheets.

<p>7.2 Provide feedback to other learners</p>	<ul style="list-style-type: none"> • Understand the meaning of useful feedback. • Understand why feedback needs to be specific and objective. • Practise this criterion as an observer in skills sessions. 	<ul style="list-style-type: none"> ❖ Example exercise: candidates explore sandwiching more critical feedback within a positive feedback 'sandwich'. ❖ Discuss: (a) the nature and value of good feedback; and (b) the importance of the candidate ensuring that s/he gets useful feedback from peers. ❖ Assess via (for example) tutor observation of 'observer' feedback and examples of feedback sheets provided to peers.
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Appendix 2: Example Completion Statement for ICSK-L2

Completion statement for Candidate Learning Record Level 2 Award in Introduction to Counselling Skills (ICSK-L2)			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Work within the limitations of the helping role		
2	Establish boundaries for helping work		
3	Communicate empathic understanding		
4	Focus on the helpee's agenda		
5	Understand the importance of self-awareness in helping work		
6	Use listening and responding skills		
7	Use review and feedback to develop initial counselling skills		

To be completed by tutor:

Where the learning outcome has not 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 ICSK-L2:

Tutor name: Tutor signature: Date:

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 (CAST-L3 and TC-L4 only)	Criteria number	Page number	YES/NO	Tutor feedback

General comments:

Tutor name: _____ Date: _____