

Pregnancy Matters™

Unit Assessment Guidance
NCFE Level 2 Counselling Skills
QRN: 600/0728/X



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Explanation of terms used at Level 2:

(not all verbs are used in this qualification)

Apply - Link existing knowledge to new or different situations.

Assess - Consider information in order to make decisions.

Classify - Organise according to specific criteria.

Compare - Examine the subjects in detail looking at similarities and differences.

Define - State the meaning of a word or phrase.

Demonstrate - Show an understanding of the subject or how to apply skills in a practical situation.

Describe - Write about the subject giving detailed information.

Differentiate - Give the differences between two or more things.

Discuss - Write an account giving more than one view or opinion.

Distinguish - Show or recognise the difference between items/ideas/information.

Estimate - Give an approximate decision or opinion using previous knowledge.

Explain - Provide details about the subject with reasons showing how or why. Some responses could include examples.

Give - (positive and negative points....) - Provide Information showing the advantages and disadvantages of the subject.

Identify - List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).

Illustrate - Give clear information using written examples, pictures or diagrams.

List - Make a list of key words, sentences or comments that focus on the subject.

Plan - Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.

Perform - Do something (take an action/follow an instruction) which the question or task asks or requires.

Provide - Give relevant information about a subject.

Reflect - Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

Select - Choose for a specific purpose.

Show - Supply sufficient evidence to demonstrate knowledge and understanding.

State - Give the main points clearly in sentences.

Use - Take or apply an item, resource or piece of information as asked in the question or task.



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Unit 01: Using counselling skills

Unit reference	K/502/6966 Unit level 2
Unit group	Mandatory
Credit value 4	Unit hours 30

Unit summary:

In this unit learners will have an opportunity to identify and practise a range of skills used when participating in a counselling skills interaction.

Learning outcomes: **The learner will:**

1. Know what core counselling skills are.

Assessment criteria: **The learner can:**

- 1.1. Identify core counselling skills.
- 1.2. Describe how core counselling skills can be used in a counselling relationship and in other helping activities.

Learning outcomes: **The learner will:**

2. Know how to establish a helping relationship.

Assessment criteria: **The learner can:**

- 2.1. Describe the boundaries that need to be taken into account when starting a new helping relationship.
- 2.2. Describe how to agree objectives for a new helping relationship.
3. Be able to use core counselling skills in a helping relationship.
 - 3.1. Demonstrate how to use core counselling skills in a helping relationship.
 - 3.2. Discuss how effective the use of core counselling skills has been in developing the helping relationship.

Learning outcomes: **The learner will:**

4. Know how to conclude a helping interaction.

Assessment criteria: **The learner can:**

- 4.1. Describe useful strategies for ending relationships.
- 4.2. Describe the possible impact of a helping relationship ending.



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Unit 02: Introduction to counselling skills theories

Unit reference K/502/6630 Unit level 2

Unit group - Mandatory

Credit value - 4

Unit hours - 30

Unit summary:

In this unit learners will be introduced to the key elements of the main theoretical approaches to counselling.

Learning outcomes: The learner will:

1. Know elements of counselling theories.

Assessment criteria: The learner can:

- 1.1. Describe key elements of psychodynamic theory.
- 1.2. Describe key elements of person-centred theory.
- 1.3. Describe key elements of cognitive-behavioural theory.
- 1.4. Identify the key differences between the above theories.

Learning outcomes: The learner will:

2. Know the significance of counselling theory.

Assessment criteria: The learner can:

- 2.1. Describe how counselling theory underpins the use of counselling skills.



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Unit 03: Diversity and ethics in the use of counselling skills

Unit reference	M/502/6631 Unit level 2
Unit group	Mandatory
Credit value	4
Unit hours	30

Unit summary:

In this unit, learners will be introduced to the concepts of diversity and ethics and their importance in the use of counselling skills.

Learning outcomes: **The learner will:**

1. Know how an ethical framework relates to the use of counselling skills.

Assessment criteria: **The learner can:**

- 1.1. Identify an ethical framework.
- 1.2. Identify key aspects of the ethical framework.
- 1.3. Describe how the ethical framework informs own use of counselling skills.

Learning outcomes: **The learner will:**

2. Know what discrimination means.

Assessment criteria: **The learner can:**

- 2.1. Outline ways in which people experience discrimination.
- 2.2. Describe own experiences or observations of possible discrimination.

Learning outcomes: **The learner will:**

3. Understand about anti-discriminatory practice.

Assessment criteria: **The learner can:**

- 3.1. Describe key legal aspects of anti-discriminatory practice.
- 3.2. Explain how diversity impacts on the counselling relationship.
- 3.3. Explain ways to address difference and diversity in counselling skills practice.



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Unit 04: Counselling skills and personal development

Unit reference	T/502/6632 Unit level 2
Unit group	Mandatory
Credit value	4
Unit hours	30

Unit summary:

In this unit learners will have an opportunity to reflect on their personal and future development and identify potential sources of support.

Learning outcomes: **The learner will:**

1. Know how to develop self-understanding.

Assessment criteria: **The learner can:**

- 1.1. Identify own values and beliefs.
- 1.2. Outline how values and beliefs could have an effect on helping relationships.
- 1.3. Identify own motivation for helping others.
- 1.4. Identify own blocks to listening and learning.
- 1.5. Describe benefits of giving and receiving feedback for personal development.

Learning outcomes: **The learner will:**

2. Know personal qualities relevant to the helping roles.

Assessment criteria: **The learner can:**

- 2.1. Identify own personal skills and qualities which are strengths in relation to a helping relationship.
- 2.2. Identify areas for development in personal skills and qualities in relation to helping relationships.
- 2.3. Describe how to develop skills and qualities in the future.

Learning outcomes: **The learner will:**

3. Know how to meet own support needs.

Assessment criteria: **The learner can:**

- 3.1. Identify own support needs in order to contribute to a helping relationship.

Unit 04: Counselling skills and personal development

- 3.2. Describe how to access own support.
- 3.3. Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills.



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Learning outcomes: The learner will:

4. Know how self-reflection contributes to personal development.

Assessment criteria: The learner can:

- 4.1. Describe own observations, thoughts, feelings and concerns when using counselling skills.
- 4.2. Outline the benefits of self-reflection for:
 - personal development
 - the use of counselling skills.



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