



## Vocationally Related Qualification

# Intermediate Certificate in Counselling Skills *Specification 0505*

*V11W*

## Mark Scheme

*2006 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

**1** The following statements are about counselling skills and the core theories of counselling.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

Statement		True	False
(a)	It is necessary for a helper to feel emotional about the issues being disclosed by the talker.		✓
(b)	The helper should only share their own experiences and feelings when they could be useful to the talker.	✓	
(c)	Talkers are likely to reveal more about themselves through non-verbal behaviour (body language) than through what they say about themselves.	✓	
(d)	Client goals should always be set by the counsellor.		✓
(e)	According to the BACP, <i>Ethical Framework for Good Practice in Counselling and Psychotherapy</i> the quality ‘Sincerity’ means: ‘...consistency between what is professed and what is done’.	✓	
(f)	Clients should be encouraged to have more than one relationship with their counsellor i.e. dual relationship.		✓

1 mark for each correct response.

**(6 marks available for this question)**

2 The following statements are about counselling and counselling skills.

Put a tick (✓) in the box next to each statement to show whether you consider the statement to be **true** or **false**.

	Statement	True	False
(a)	A key part of the Egan Approach to helping is action planning.	✓	
(b)	The Johari window assists awareness through self-disclosure and feedback.	✓	
(c)	Feedback should emphasise the negative aspects of what has been observed.		✓
(d)	A counsellor who advises their client about their medication is breaching an ethical boundary.	✓	
(e)	Sally is nearing the end of the second session with her client when she realises that the client is the mother of a close friend. Sally must refer this client.	✓	
(f)	The primary role of BACP is the training of counsellors.		✓

1 mark for each correct response.

**(6 marks available for this question)**

- 3 Client states intent to harm self (especially suicidal intent) (1 mark)  
Client states intent to harm others (1 mark)  
Client reveals an intent covered by Terrorism Act (1 mark)  
Client indicates harm to a child (Children Act) (1 mark)  
Client describes being involved with a serious crime (1 mark)

**(2 marks available for this question)**

- 4 Immediacy (1 mark)  
Challenge (1 mark)  
Confrontation (1 mark)  
Interpretation of silence (1 mark)  
Use of open questions (1 mark)  
Goal setting (1 mark)  
Force field analysis (1 mark)

**Not:** summarising

**(2 marks available for this question)**

Unacceptable answers include: questioning, reflecting, paraphrasing, active listening

- 5 1 Non-possessive warmth (1 mark)  
2 Congruence (1 mark)  
3 Entering the client's world (1 mark)

**(3 marks available for this question)**

- 6 (ii) (1 mark)  
(iii) (1 mark)  
(v) (1 mark)

**(3 marks available for this question)**

- 7 Verbal and non-verbal communication needs to be congruent (1 mark)  
Empathy should be apparent (1 mark)  
Client should feel unconditionally accepted (1 mark)  
Also  
Open posture (1 mark)  
Mirroring (1 mark)  
Good eye contact (1 mark)  
Adjusting vocabulary to client's level (1 mark)  
Appropriate self-disclosure (1 mark)

**(3 marks available for this question)**

- 8** (a) Something on the lines of:  
 “I’m aware that we only have about ten minutes left – can we review what you’ve covered today”? (2 mark)  
 “We only have a little more time together today – I’ll just summarise the main things that you’ve told me”. (2 mark)  
 “We are near the end of the session...”. (1 mark)
- (b) Summarising (1 mark)  
 Rehearsal of coping strategies (1 mark)  
 Action planning (1 mark)  
 Review of progress (1 mark)  
 Goal setting (1 mark)  
 Evaluation (1 mark)

**(4 marks available for this question)**

- 9** Listening for total meaning – facts and emotions (1 mark)  
 Responding appropriately – letting client know they have been heard  
 e.g. reflecting, paraphrasing, summarising (1 mark)  
 High level of attention to own and client’s body language e.g. breathing changes, facial expression, gestures, hesitations, body posture (1 mark)  
 Counsellor should be open to client and attempt to control own biases, prejudices and defences (1 mark)  
 Counsellor should limit own interruptions (1 mark)  
 Watch for feelings words (1 mark)  
 Listen with the ‘third ear’ (1 mark)  
 Mirroring, echoing (1 mark)

**(3 marks available for this question)**

- 10** To allow client to continue to process or ‘digest’ an issue without distraction (1 mark)  
 To help elicit new information or insights (1 mark)  
 To make associations and connections (1 mark)  
 To add depth to the relationship (1 mark)  
 To give opportunity for both to ‘hear’ deeper meaning (beyond words) (1 mark)  
 To enable clients to ‘hear’ what they have just said (1 mark)

**Not:** to give counsellor time to think about where to go next

**(2 marks available for this question)**

- 11** ‘Counselling’ implies:
- Formal, paid professional arrangement (1 mark)
  - Fixed time and place agreed boundaries (1 mark)
  - The counsellor will have received appropriate training (1 mark)
  - Will be working within their level of competency (1 mark)
  - High regard will be given to ethical issues (1 mark)

Note: the job title ‘counsellor’ however is not a regulated one.

‘Counselling Skills’ are used in counselling practice but may also be used by anyone:

- In an informed way (1 mark)
- As an adjunct to communication (1 mark)
- In helping someone with a problem (1 mark)

Little, if any, regard is given to strict ethical practice

**(4 marks available for this question)**

- 12** (ii) (1 mark)
- (v) (1 mark)

**(2 marks available for this question)**

**(40 marks available for overall test)**

**INTERMEDIATE CERTIFICATE IN COUNSELLING SKILLS CERTIFICATE (0505)**

<b>Assessment Objective</b>	<b>Question which addresses this Assessment Objective</b>
Know the meaning of the term Counselling Skills as defined by the BACP. *	1, 2, 10, 12
Know the place of counselling skills on a helping continuum.	6, 10, 12
Know health and safety precautions	3, 5, 8
Understand how counselling skills relate to helping as a process.	1, 6, 7, 10, 11, 12
Identify and demonstrate the Active Listening Skills required for establishing a helping relationship.	1, 5, 7, 9, 10, 12
Understand the need to move helping interviews forward.	4, 10
Understand, at a basic level, some concepts from the three main "roots" of counselling.	5
Demonstrate the skills needed to develop and maintain the helping relationship.	8, 9
Understand how endings are an integral aspect of the helping process.	8
Demonstrate how endings are an opportunity for growth, in relation to goal and target setting.	8
Demonstrate the appropriate skills to conclude a helping relationship.	8

\* meaning of the term is not currently defined by BACP.