



Learner Unit Achievement Checklist
ABC Level 2 Award in Counselling Concepts
500/9145/1

ABC Level 2 Award in Counselling Concepts

Centre Name: _____ **Learner Name:** _____

Notes to learners – this checklist is to be completed, to show that you have met all units for the requirements of the qualification.

Unit Y/601/7299 The professional context of counselling

Assessment Criteria	Evidence (Brief description/title)	Portfolio Reference	Date Completed	Comment
<p>1.1 Identify different forms of helping relationships</p> <p>1.2 Define counselling</p> <p>1.3 Describe how counselling is different from other helping relationships</p>				
<p>2.1 Identify the key features of at least 3 major therapeutic models</p> <p>2.2 Describe the client issues which could be helped by the models chosen</p> <p>2.3 Outline potential barriers to the models chosen</p>				

<p>3.1 Identify the key features of one recognised ethical framework for good practice in counselling</p> <p>3.2 Summarise key requirements of legislation relevant to counselling practice</p> <p>3.3 Describe the key features which ensure that counselling takes place in a suitable and safe environment</p> <p>3.4 Summarise the importance of equal opportunity and anti-discriminatory practice</p>				
---	--	--	--	--

TUTOR COMMENTS:

Name:

Signature:

Date:

If chosen for sampling, Internal/External Moderators must complete the following:

INTERNAL MODERATOR COMMENTS:

Name:

Signature:

Date:

EXTERNAL MODERATOR COMMENTS:

Name:

Signature:

Date:

Please ensure these forms are copied and distributed to each learner.

Unit F/601/7300 Communication skills in helping relationships

Assessment Criteria	Evidence (Brief description/title)	Portfolio Reference	Date Completed	Comment
<p>1.1 Identify the different forms of communication used in a helping relationship</p> <p>1.2 Identify the communication skills used in a helping relationship</p> <p>1.3 Outline how each skill might be used</p>				
<p>2.1 Demonstrate the use of a range of listening and responding skills appropriate for establishing a helping relationship</p> <p>2.2 Establish their boundaries as a listener in a particular setting and timeframe</p> <p>2.3 Demonstrate the use of a range of listening and responding skills appropriate for developing interactions within a helping relationship</p> <p>2.4 Maintain the boundaries of a helping role throughout the session</p> <p>2.5 Identify barriers to communication</p>				

<p>2.6 Describe ways to overcome barriers to communication</p> <p>2.7 Demonstrate a range of listening and responding skills appropriate for bringing a helping relationship to a close</p>				
---	--	--	--	--

TUTOR COMMENTS:		
Name:	Signature:	Date:

If chosen for sampling, Internal/External Moderators must complete the following:

INTERNAL MODERATOR COMMENTS:		
Name:	Signature:	Date:

EXTERNAL MODERATOR COMMENTS:		
Name:	Signature:	Date:

Please ensure these forms are copied and distributed to each learner.

Unit J/601/7301 An introduction to personal development

Assessment Criteria	Evidence (Brief description/title)	Portfolio Reference	Date Completed	Comment
<p>1.1 Identify their own values and beliefs</p> <p>1.2 Outline how these values and beliefs could have an effect on helping relationships</p> <p>1.3 Identify their own motivation for helping others</p> <p>1.4 Identify their own blocks to listening and learning</p> <p>1.5 Describe the benefits of giving and receiving feedback for personal development</p>				
<p>2.1 Identify their own personal skills and qualities which are strengths in relation to a helping relationship</p> <p>2.2 Identify areas for development in their personal skills and qualities in relation to a helping relationship</p> <p>2.3 Plan how to develop these skills and qualities in the future</p>				

TUTOR COMMENTS:		
Name:	Signature:	Date:

If chosen for sampling, Internal/External Moderators must complete the following:

INTERNAL MODERATOR COMMENTS:		
Name:	Signature:	Date:

EXTERNAL MODERATOR COMMENTS:		
Name:	Signature:	Date:

Please ensure these forms are copied and distributed to each learner.