

031306T4PSY

COUNSELLING PSYCHOLOGY LEVEL 6

PSY/OS/CO/CR/09/6

Provide Child Counselling

July/August 2025



**TVET CURRICULUM DEVELOPMENT ASSESSMENT AND CERTIFICATION
COUNCIL (TVET CDACC)**

PRACTICAL ASSESSMENT

INSTRUCTIONS TO THE ASSESSOR

1. You Assess the candidate as the practical progresses observing the critical areas
2. You are required to mark the practical as the candidate perform the tasks
3. You are required to take video clips at critical points
4. Ensure the candidate has a name tag and registration code at the back and front

OBSERVATION CHECKLIST

Candidate's Name			
Candidate's Registration No.			
Assessor's name & Reg. code			
Unit(s) of Competency	Provide Child Counselling		
Venue of Assessment			
Date of assessment			
Items to be Evaluated: <i>Please award marks as appropriate. Give a brief comment on your observation.</i>	Marks allocated	Marks obtained	Comments
TASK 1: PREPARE TO PROVIDE CHILD COUNSELLING			
1. Prepared the child counselling venue according to counselling standards • 3 Similar chairs arranged correctly (2 feet apart) with a small-sized table <i>(Award 2 marks for an appropriately arranged counselling room or 0 if not appropriately arranged)</i> • Correctly placed other items required for child counselling in venue preparation ✓ A box of tissues/serviettes ✓ Water ✓ Wall clock ✓ Wastepaper basket. ✓ Play equipment e.g. ○ Toys suitable for boys and girls ○ Moulding clay, drawing papers, crayons, pencils, pens, sweets, biscuits ○ Mat/ Carpet <i>(Award 3 marks each for any 3 items appropriately placed or 0 if not identified)</i>	2 3		

2. Oriented the client to child counselling according to counselling standards. • Greeted the client appropriately. • Allowed the client to choose where to sit. • Invited the client to self-introduce. • Portrayed appropriate body language. • Used appropriate tone of voice. <i>(Award 1 mark each for any 3 performed tasks or 0 if not)</i>	3		
3. Identified relevant assessment tools and counselling forms: Counselling Forms; • Child intake form • Consent form • Referral form <i>(Award 1 mark if any 2 counselling forms were correctly identified and filled or 0 If not correctly identified and filled)</i> Assessment tools: • PTSD Checklist for Children (PCL-C) • Rosenberg Self-Esteem Scale (RSES) • Children's Depression Inventory (CDI) • Inventory of Prolonged Grief for Children (IPG-C) <i>(Award 1 mark if any of the tools above were identified)</i>	2		
4. Negotiated counselling contract: The candidate explained to the client: • The counselling process • Counsellor's and Client's rights and responsibilities • Confidentiality and its limitations • The counsellor agreed with client on limits	4		

<i>(Award 4 marks if all aspects above of contracting were mentioned or 0 if only some were mentioned)</i> • Length of the session • The fees and mode of payment • Cancellation policy • Risks of counselling • Referral process <i>(Award 2 marks if any 2 aspects above of contracting were mentioned or 0 if one or none were mentioned)</i>	2		
Sub-Total 1	17		
TASK 2: PROVIDE CHILD COUNSELLING			
5. Obtained client's bio-data according to counselling standards • Name • Age • Gender • Birth order. • Occupation • Contacts • Physical address • No. of children • Education background • Family background • Medical history <i>(Award 2 marks if data was obtained or 0 if not obtained)</i>	2		
6. Provided Child Counselling according to presenting issues, assessment outcomes and counselling standards: • Identified 2 presenting issues: ✓ Aggressive behaviour at school (pushing, shouting, refusal to do classwork) ✓ Decline in academic performance ✓ Social withdrawal ✓ Emotional distress ✓ Difficulty adjusting to parental separation	2		

✓ Feeling misunderstood by parents and teacher ✓ Torn loyalty between both parents ✓ Exposure to possible parental conflict and occasional violence <i>(Award 1 mark each for any 2 identified issues or 0 if not)</i> • Identified 2 underlying issues: ✓ Recent parental separation ✓ Parental conflict and past shouting matches at home ✓ Possible insecure attachment ✓ Lack of consistent emotional support ✓ Disrupted family structure and living arrangements ✓ Possible exposure to violence from father ✓ Unresolved feelings of loss and confusion ✓ Developmental challenges in coping with family instability <i>(Award 1 mark each for any 2 identified issues)</i> • Asked relevant questions ✓ Open-ended ✓ Probing <i>(Award 2 marks each for any 1 question asked)</i> • Developed counselling goals based on one of the identified presenting issues <i>(Assessor to ask the candidate)</i> ✓ 1 client's goal ✓ 1 counsellor's goal ✓ 1 Parent's goal <i>(Award 1 mark each for any goal identified and 0 if none was identified)</i> • Used relevant counselling skills <i>(Assessor to observe)</i> ✓ Attending (S.O.L.E.R) ✓ Observation	2		
	2		
	3		
	6		

✓ Active listening ✓ Minimal prompts ✓ Paraphrasing ✓ Questioning ✓ Summarizing <i>(Award 2 marks each for any 3 skills used)</i> *START* • Used counselling theories (<i>assessor to ask the candidate the theory applied, how the candidate applied the theory and the objective of the theory based on the client's issue</i>) Applied relevant counselling theories based on the presenting issue: ✓ Attachment theory ✓ Non-directive theory (Virginia Axline) ✓ Psychosocial stages of development ✓ Cognitive Development Theory ✓ Moral development theory ✓ Social learning theory ✓ Person-Centered Therapy <i>(Award 2 marks each for any 3 theories applied or 0 if not applied)</i> *OR* • Appropriately administered any of the following tools (and provided an explanation for the use): ✓ PTSD Checklist for Children (PCL-C) ✓ Rosenberg Self-Esteem Scale (RSES) ✓ Children's Depression Inventory (CDI) ✓ Inventory of Prolonged Grief for Children (IPG-C) <i>(Award 4 marks for any tool administered appropriately or none if not)</i> *END* • Applied relevant techniques, e.g.	4		
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✓ Relaxation techniques ✓ Positive and negative reinforcement ✓ Modelling ✓ Expressive therapy ✓ Empathy ✓ Genuineness ✓ Unconditional Positive Regard (UPR) ✓ Play therapy ✓ Restructuring cognitions ✓ Assigning Homework Tasks <i>(Award 2 marks each for any 3 techniques applied or 0 if not applied)</i>	6		
Sub-Total 2	27		
TASK 3: EVALUATE CHILD COUNSELLING			
7. Evaluated counselling according to counselling standards. The client gave the following feedback: • The counsellor built a working relationship • The counsellor involved the client in play and the counselling process and attended to them. • The client felt supported and helped <i>(Award 1 mark for each feedback given or 0 if not given)</i> Evaluated by the Assessor. Ask the candidate; • 2 Areas of strength <i>(Award 1 mark for each strength given or 0 if not given)</i> • 2 Areas that need improvement <i>(Award 1 mark for each area of improvement given or 0 if not given)</i>	1 1 1 2 2		

Sub-Total 3	7		
TASK 4: TERMINATE CHILD COUNSELLING			
8. Terminated the counselling session according to counselling standards. - Terminated gradually - Highlighted key issues - Conducted appropriate referral /Planned future sessions with client as per case covered. <i>(If referral is done, a filled referral form MUST be presented)</i> <i>(Award 2 marks for each item performed or 0 if not performed)</i>	2 2 2		
Sub-Total 4	6		
TOTAL MARKS	57		
ASSESMENT OUTCOMES			
The candidate was found to be: Competent ☐ Not yet competent ☐ <i>(Please tick as appropriate)</i> <i>(The candidate is competent if the candidate obtains at least 50%)</i>			
Feedback from candidate: 			
Feedback to candidate: 			
Candidate Signature 		Date: 	

Assessor's Signature	Date