

Level 2 Award in Counselling Concepts

Qualification Guidance

England
[50091451]

About ABC Awards

ABC Awards (ABC) is one of the largest vocational awarding bodies in the United Kingdom with an established reputation for quality and customer service. ABC is recognised by the regulatory authorities.

ABC's national operation is supported through its regional offices which provide support to centres and a full range of assessment services. ABC has a team of dedicated staff who can offer advice and guidance on the full Portfolio, Examination and Moderation services including e-Assessment offered by ABC, as well as the full range of ABC training events and conferences. The team is committed to helping you in the way that suits your requirements and is available to visit you at your convenience.

ABC encourages centres to use its on-line registration service. Registration facilities are available through our website –

<http://www.abcawards.co.uk/secure/register.php>

Sources of Additional Information

The ABC website www.abcawards.co.uk provides access to a wide variety of information.

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Specification Code, Date and Issue Number

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Contents

Contents	2
Introduction.....	3
Aims	3
Target Group	3
Progression Opportunities	4
Qualification Summary.....	5
Level 2 Award in Counselling Concepts	6
Unit Details.....	7
The professional context of counselling	8
Communication skills in helping relationships	14
An introduction to personal development	19
Appendices	24
Recognition of Prior Learning (RPL), Exemption and Credit Transfer.....	24
Certification.....	25
Glossary of Terms	25

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

ABC Awards has provided a basic introduction to counselling for over 20 years and has agreed with Skills for Health, the Sector Skills Council responsible for Counselling to transfer the Level 2 Award in Counselling Concepts to the Qualifications and Credit Framework.

The introductory nature of this qualification means that no person is qualified at the end of this course to be a counsellor. To do this, learners will need to undertake further training, and they will need to check with centres offering this training what their entry requirements are.

Aims

The ABC Level 2 Award in Counselling Concepts aims to

- enhance and improve verbal communication skills, especially empathy, the ability to listen and respect silence
- enhance and improve written communication skills
- provide a basic understanding of what counselling is about and be able to compare and contrast counselling with other forms of helping activities
- develop an understanding of what counselling training entails and assist learners to make a more informed choice as to whether or not s/he is suited to undertake vocational counselling training as opposed to other types of training
- introduce learners to experiential learning processes that will include a high element of personal growth work, developing further self-confidence and self-esteem
- prepare learners to progress onto appropriate further qualifications

Target Group

This qualification is designed as a basic generic introduction to counselling for those who have had no previous experience of, or training in, the field of counselling. Its versatility appeals to a wide range of potential learners and the target market includes those who are considering embarking on formal counselling training as an intended career change. The course allows learners to make a more informed choice as to whether or not to embark on a demanding vocational training towards a possible career in counselling or

an allied career, e.g. welfare advice work, where counselling skills would be useful. It is also intended for those who wish to improve their listening and communication skills.

It is appropriate for those who are

- returning to study
- seeking a career change
- undertaking voluntary work
- enhancing career prospects through extra qualifications
- thinking of training as a professional counsellor
- seeking development of enhanced social skills

Prospective learners should be made aware that this level of course is not intended to train counsellors and that they will not be qualified to practice as counsellors on completion of this course, or even claim to be competent in the use of counselling skills.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Progression Opportunities

Successful completion of the ABC Level 2 Award in Counselling Concepts, or an equivalent, will be a pre-requisite for entry into the Level 3 Certificate in Counselling Skills programme. However, for those who do not intend to continue their studies further in the field of counselling, the course can be a valuable introduction to communication skills transferable into a range of career and educational opportunities.

NB Progression from a Level 2 programme onto a Level 3 programme is not automatic. Learners are advised to check with the centres regarding selection procedures which may require further evidence of a learner's suitability to progress to Level 3. This programme demands that learners can demonstrate understanding in extended written form.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Qualification Summary

ABC Level 2 Award in Counselling Concepts

Qualification Number	50091451
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Operational Start Date	01/06/2010
Review Date	31/12/2018
ABC Sector	Counselling
Ofqual SSA Sector	01.3 Health and Social Care
Stakeholder Support	Skills for Health
Contact	See ABC website for the Centre Support Officer responsible for this qualification

Level 2 Award in Counselling Concepts

Rules of Combination: Learners must complete all 3 mandatory units to achieve 5 credits.

Unit	Level	Credit Value	GLH	Page No.
The professional context of counselling [Y/601/7299]	2	2	9	8
Communication skills in helping relationships [F/601/7300]	2	2	15	14
An introduction to personal development [J/601/7301]	2	1	6	19

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Qualification Purpose	B Prepare for further learning or training and/or develop knowledge and/or skills in a subject area.							
Entry Requirements	No formal entry requirements but prospective learners should be aware, either by interview or other suitable methods, that the course involves experiential learning and self-awareness exercises, which will be demanding of the self in interaction with others.							
Age Range	Pre 16		16 – 18		18+	✓	19 +	✓
LARS Reference	50091451							
Recommended GLH¹	30							
Recommended TQT²	50							
Type of Funding Available	See LARS (Learning Aim Rates Service)							
Minimum Qualification Fee	See ABC website for current fees and charges							
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC website for the current fee charged per credit							
Additional Information	See ABC website for resources available for this qualification.							

¹ See Glossary of Terms

² See Glossary of Terms

Unit Details

The professional context of counselling

Unit Reference	Y/601/7299
Level	2
Credit Value	2
Guided Learning Hours	9
Unit Summary	This unit provides a basic introduction to counselling. Learners will develop an understanding of what counselling is and an appreciation that qualified counsellors and those who use counselling skills abide by an ethical framework. They will learn about the importance of creating the correct environment and the right ethos for the helping relationship to be successful.

Learning Outcomes (1 to 3) The learner will:	Assessment Criteria (1.1 to 3.4) The learner can:
1. Know about helping relationships	1.1. Identify different forms of helping relationships 1.2. Define counselling 1.3. Describe how counselling is different from other helping relationships
2. Know about therapeutic models of counselling	2.1. Identify the key features of at least three major therapeutic models 2.2. Describe the client issues which could be helped by the models chosen

	2.3. Outline potential barriers to the models chosen
3. Understand the environment in which counselling takes place	<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>
<p>Mapping to National Occupational Standards</p> <p>Links to Skills for Health Mental Health Competencies MH100</p> <p>Links to ENTO NOS for Counselling 2007 CLG 1.1, CLG 5.2, CLG 8.1, CLG 18.1, CLG18.2, CLG17.1</p>	

Supporting Unit Information

Y/601/7299 – The professional context of counselling – Level 2

Indicative Content

This information is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

Learning Outcome 1. Know about helping relationships

Exploration of job roles/voluntary activities where helping relationships may occur.

Counselling and the difference between counselling and other helping activities needs to be explored.

Learning Outcome 2. Know about therapeutic models of counselling

Main features major therapeutic models, e.g. person-centred, psychodynamic, cognitive-behavioural.

Application illustrations for each model.

Potential barriers to each of the models chosen, e.g. cultural differences may affect the process of counselling.

N.B. This is not intended to be more than an appreciation that counselling is based on conceptual knowledge and is not purely the use of the intuition of the person in the counsellor role.

All clients may be helped by the use of all models but some issues may be dealt with more effectively by a particular model, e.g. Cognitive Behavioural Therapy for depression, person centred for bereavement & loss, psychodynamic for relationships. These are intended to be relevant illustrations for this level.

Learning Outcome 3. Understand the environment in which counselling takes place

Features of a recognised Ethical Framework for Good Practice in Counselling – particularly boundary issues, working within levels of competence and confidentiality.

Could compare with other Codes of Ethics that may exist if relevant to learners, e.g. social work, medical and clinical psychologists.

Summary of key requirements of current legislation relevant to counsellor's actions.

Suitable safe environment to include:

- health and safety matters – room layout, panic buttons, not being alone in a building, emotional and psychological safety
- importance of contract
- creating the right ethos

Equal opportunity and anti-discriminatory practice.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Where possible, emphasis should be given to working in groups and teams.

The importance of counselling taking place in the right environment should be stressed: health and safety issues; room layout, including panic buttons; self-protection, e.g. not counselling alone in a building and the need for counsellor and client safety as an important basic ingredient in creating the right ethos for the counselling relationship.

It is recommended that a current definition of counselling be used and discussed in relation to other helping methods to draw out what the group sees as the characteristics of a good counsellor and what they see as unhelpful activities.

The introduction to some therapeutic models should be at basic appreciation level. It is all that is needed, at this stage, but there should be sufficient detail so that learners understand that there are conceptual underpinnings to counselling. Learners can be curious about other models they may have read or heard about, so it may be appropriate to provide very brief descriptions of any models raised by them in discussion.

It should be stressed that counsellors and those who use counselling skills responsibly and professionally in other related work settings (e.g. social work) abide by an ethical framework for good practice. Particular emphasis should be given to what it means to be professional, the need for boundaries and the importance of confidentiality as the main areas of focus. It is not expected at this level that learners should have a thorough grasp but more an awareness of the importance of practitioners working within codes and the law to ensure their ethical practice.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- taped/recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- skills observation sheets
- group discussion observation sheets
- other suitable supplementary evidence
- interview / discussion

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

Communication skills in helping relationships

Unit Reference	F/601/7300
Level	2
Credit Value	2
Guided Learning Hours	15
Unit Summary	In this unit, learners will explore effective communication skills used in helping relationships. They will demonstrate a range of listening and responding skills to establish, develop and close interactions.

Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.7) The learner can:
1. Understand the basic skills needed in establishing and developing a helping relationship	1.1. Identify the different forms of communication used in a helping relationship 1.2. Identify the communication skills used in a helping relationship 1.3. Outline how each skill might be used
2. Be able to establish, develop and close interactions in a helping relationship	2.1. Demonstrate the use of a range of listening and responding skills appropriate for establishing a helping relationship 2.2. Establish their boundaries as a listener in a particular setting and timeframe

- | | |
|--|--|
| | <ul style="list-style-type: none">2.3. Demonstrate the use of a range of listening and responding skills appropriate for developing interactions within a helping relationship2.4. Maintain the boundaries of a helping role throughout the session2.5. Identify barriers to communication2.6. Describe ways to overcome barriers to communication2.7. Demonstrate a range of listening and responding skills appropriate for bringing a helping relationship to a close |
|--|--|

Mapping to National Occupational Standards

Links to Skills for Health Mental Health Competencies

MH100

Links to ENTO NOS for Counselling 2007

CLG 6.1, CLG 8.1

Supporting Unit Information

F/601/7300 – Communication skills in helping relationships – Level 2

Indicative Content

This information is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

Learning Outcome 1. Understand the basic skills needed in establishing and developing a helping relationship

Forms of communication used in helping relationships could include:

- written
- verbal
- non-verbal (gestures, use of sign language, body language, facial expression, etc)
- active listening
- paraphrasing
- summarising
- clarifying
- using silence
- open and closed questions
- body language
- empathy

Outline why each chosen skill may be used.

Learning Outcome 2. Be able to establish, develop and close a helping relationship

Learners should demonstrate at least three listening and responding skills from the list above (Learning Outcome 1)

Learners need to be aware that the helping relationship is a managed activity with:

- a beginning, setting and explaining boundaries
- a middle
- an end.

Consider that this is one of the ways by which trust is established between the two people in the relationship.

Barriers to communication to include range of physical, environmental, psychological, social and cultural factors which can interfere with or distort communication, e.g.

- impairment (mental/physical)
- use of jargon/slang
- inappropriate facial expressions or gestures
- noise
- unsuitable environment.

Overcoming barriers to communication:

- making best use of the environment
- listening carefully
- speaking clearly in an appropriate tone and at appropriate pace
- using non-judgemental language
- being aware of individual differences – culture, language, gender, age
- respecting personal space

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learners should be given an opportunity to try for themselves a number of the basic skills within a safe environment prior to assessment.

Trainers may wish to role-play scenarios to demonstrate the use of the skills.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- taped/recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- skills observation sheets
- group discussion observation sheets

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC website).

An introduction to personal development

Unit Reference	J/601/7301
Level	2
Credit Value	1
Guided Learning Hours	6
Unit Summary	In this unit, learners will have the opportunity to reflect on their personal development and identify areas for development in the future.

Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.3) The learner can:
1. Develop self-understanding	1.1. Identify their own values and beliefs 1.2. Outline how these values and beliefs could have an effect on helping relationships 1.3. Identify their own motivation for helping others 1.4. Identify their own blocks to listening and learning 1.5. Describe the benefits of giving and receiving feedback for personal development
2. Understand personal qualities relevant to the helping role	2.1. Identify their own personal skills and qualities which are strengths in relation to a helping relationship 2.2. Identify areas for development in their personal skills and qualities in relation to a

	<p>helping relationship</p> <p>2.3. Plan how to develop these skills and qualities in the future</p>
<p>Mapping to National Occupational Standards</p> <p>Links to Skills for Health Mental Health Competencies MH100</p> <p>Links to ENTO NOS for Counselling 2007 CLG 1.1, CLG1.3</p>	

Supporting Unit Information

J/601/7301 – An introduction to personal development – Level 2

Indicative Content

This information is intended for guidance only. Centres are free to deliver the unit according to the centre's chosen model and ethos.

Learning Outcome 1. Develop self-understanding

Learners need to appreciate and understand the importance of continuously developing self-awareness. This is particularly important for learners who may wish to progress to further study and qualifications leading towards becoming a counsellor.

Learners to reflect on:

- own values and beliefs
- how these could have an effect on helping relationships
- own motivation for helping others
- own blocks to listening and learning

Benefits of giving and receiving feedback for personal development. Could include feedback from peers, tutor, as well as self-reflection.

Learning Outcome 2. Understand personal qualities relevant to the helping role

Personal qualities to be explored e.g. trust, honesty, fairness, respect for others.

Learners need to be able to identify their own personal strengths and areas for development, and the importance of these qualities in relation to the helping relationship.

Plan how to develop these skills and qualities in the future could include an action plan.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

This unit provides plenty of opportunity for group work exercises. In selecting exercises at this level the exercises should not be too threatening, but equally not so easy as to create the false impression that self-awareness is a simple process without the need to face what may be painful aspects of self.

At this level it is important to look generally at communication processes, both verbal and non-verbal; issues of power and influence; and some of the basic assumptions and stereotypes that people use.

Time must be available to process the impact on the group of each exercise used.

Methods of Assessment

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Minimum requirements when delivering this unit

Teaching staff should be in supervised client contact and ideally should have team supervision for their teaching work (outside of line management).

Evidence of Achievement

Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by ABC.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Evidence is not prescribed but may include any or all of the following*

- oral / written questions and answers
- reports / notes
- worksheets / workbooks
- taped/recorded evidence (e.g. video or audio)
- photographic evidence
- case studies / assignments
- other suitable supplementary evidence
- interview / discussion
- journal to produce evidence for assessment, reflection (journal entry)
- skills observation sheets
- group discussion observation sheets

*The most appropriate evidence for the qualification should be used.

Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor notes and handouts.

Evidence does not have to be word processed.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request. A checklist of criteria with evidence listed could be used along with learner evidence to present to the moderator. This checklist could include feedback from the assessor.

Additional Information

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Appendices

Recognition of Prior Learning (RPL), Exemption and Credit Transfer

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC's policies and procedures are available on the ABC website in the Examination Officers' Guide.

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.