**AIM Awards Level 4 Counselling**

**Counselling: Embarking on Practice**

**Marking Scheme**

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| **No.** | **Question** | **Accepted Responses\*** | **Marks Available** |  **Assessment Criterion covered by this question** |
| **1** | How would you make use of your supervision session between session 1 and 2? How might supervision improve your practice with this client? Provide three suggestions and explain your answers. | Up to any 3 from the following:* clarify own response to your client’s appearance
* clarify own response to what your client has brought about her life
* can an alliance be formed if her physical appearance gets in the way of establishing a relationship
* Identify college procedure to deal with cyber bullying if Marisa wants to pursue it
* voice concerns over her welfare if self harming recommences
* voice concerns over her welfare re bullying
* voice concerns over her long term health if overeating continues
* source appropriate specialist support to deal with health issues /weight if Marissa states this as a goal
 | Up to 3 marks(1 mark per suggestion given) | 4.14.2 |
| Explanation for taking to supervision related to the scenario  | **9 marks (up to 3 marks per suggestion)****3 marks** good solid reasoning that demonstrates good understanding of client’s presentation and possible benefits to practice**2 marks** good reasoning that is derived from the information in the scenario and an improvement in practice identified **1 mark** tenuous reasoning but not clearly linked to client scenario no benefits/improvements to practice identified.**0 Marks** no reasoning provided |

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| **2** | Discuss the strengths and limitations of your chosen core theoretical model in approaching work with *this* client. You should focus on three key concepts from the model you have chosen and show how they might be employed in the counselling with Marissa as well as discussing the strengths and limitations of each in turn. | KEY theoretical concepts **used t**o * describe how an alliance/collaboration might be achieved and identify and define appropriate counselling skills that might be employed
* describe what the client needs to understand and how expectations can be surfaced
* describe how goals/outcome/preferred future might be arrived at
* describe how the bullying/self harm/ risky lifestyle might be addressed /negotiated agreements for the future
 | Up to 9 marks (up to 3 marks per concept)**3 marks per concept covered** when mentioned, described and explored containing detailed reference to the scenario **2 marks per concept** **covered** when mentioned, described and containing appropriate reference to the scenario **1 mark per concept** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario**0 marks per concept covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 1.11.22.12.2 |

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| **3a** | What would be your first priorities in establishing a counselling relationship with Marissa? Give three examples and explain your answers. | Up to any 3 from the following:* describe relevant contract terms (particularly around suicide/harm/substance use)
* describe how an alliance/collaboration/rapport might be achieved and can identify and define appropriate counselling skills that might be employed
* describe what the client needs to understand and how expectations can be surfaced
* goals/outcome/preferred future might be arrived at
 | Up to 3 marks(1 mark per example given) | 3.1 |
| Explanation related to the scenario  | **9 marks (up to 3 marks per example)****3 marks** good solid reasoning that demonstrates good understanding of client’s presentation**2 marks** good reasoning that is derived from the information in the scenarios**1 mark** tenuous reasoning but not clearly linked to client scenario **0 marks** no reasoning provided |

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| **b** | In relation to your core theoretical model, what would you want Marissa to know about the way you work as a counsellor? | * Explanation of what counselling is/how it works
* Explanation of how core theoretical model is expected to help
* Explanation of appropriate boundaries that are specific to the model (Do **not accept** a repeat of the above i.e. contract terms etc)

**Do not accept** answers which are not consistent with the core theoretical model or could be applied to any model. | Up to 3 marks(1 mark per point covered) | 1.3 |

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| **4a** | What are the considerations for the continuation of the counselling relationship with Marissa if she states that if she could just lose weight then she is sure the bullying will stop? Give at least three examples.  | * clarify exactly what the client’s goals are exploring the possible use of strategies to ensure client’s autonomy is respected
* establish joint agreement on how the ‘problem’ is to be tackled
* describes how the client could be involved fully in this process, and identifies and defines the use of appropriate counselling skills
* identify client’s expectations of the counsellor surfacing any requests for direct intervention
* discuss client’s goals and how they might be arrived at, with appropriate examples e.g. enlisting help of a member of staff to report the bullying to senior management; referral to appropriate health professional for weight loss
* identify client’s reaction help her to consider the possible effects of her eating habits, and discuss with her ways in which she could chose to change this
 | Up to 9 marks (up to 3 marks per example)**3 marks per example covered** when mentioned, described and explored containing detailed reference to the scenario **2 marks per example covered** when mentioned, described and containing appropriate reference to the scenario **1 mark per example** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario**0 marks per example covered** where explanation is general and unrelated to the scenario or could be related to any scenario  | 3.2 |

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| **b** | How might a referral to a specialist support service be facilitated? Give at least 3 examples. | * Identify ( more than one) source of referral and discuss with client
* Allow client to choose how they want to research/choose/proceed [process must preserve client’s autonomy]
* Discuss with client what information is to be passed on (and by whom)
* Explore and validate client’s feelings around referral
* Identify further support whilst referral process is completed
* Carry out review of progress made and evaluate counselling relationship
* explore and validate client’s feelings around ending if referred
 | Up to 9 marks (up to 3 marks per example)**3 marks per example covered** when mentioned, described and explored containing detailed reference to the scenario **2 marks per example covered** when mentioned, described and containing appropriate reference to the scenario **1 mark per example** **covered** when mentioned, described and containing reference to the scenario or is not so general it could be applied to any scenario**0 marks per example covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.3 |

\*The accepted responses are not exclusive, examiners are expected to use their professional judgement to give credit to other equally acceptable responses that address the question.

Distribution of marks:

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| --- | --- | --- | --- |
| **Question** | **Number of marks** | **Criteria Covered** | **Weighting (%)** |
| **1** | 12 | 4.1, 4.2 | 22% |
| **2** | 9 | 1.1, 1.2, 2.1, 2.2 | 17% |
| **3a** | 12 | 3.1 | 22% |
| **3b** | 3 | 1.3 | 5% |
| **4a** | 9 | 3.2 | 17% |
| **4b** | 9 | 3.3 | 17% |
| **Total** | **54** |

Agreed pass mark of 22

This assessment is designed to assess the indicated assessment criteria indicated in the unit below.

Writers will ensure all assessment criteria are covered in the assessment

Unit Credit Value: 9

Unit Level: Four

Unit Guided Learning Hours: 45

Ofqual Unit Reference Number: Y/506/3060

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** |
| --- | --- |
| **The learner will:** | **The learner can:** |
| 1. Understand key concepts of the chosen **core theoretical model**
 | * 1. Summarise the key concepts of the core theoretical model
	2. Evaluate the key interventions of the core theoretical model
	3. Develop self-awareness in relation to the core theoretical model
 |
| 1. Understand the strengths and limitations of the chosen core theoretical model
 | * 1. Summarise the key strengths of the core theoretical model
	2. Summarise the key limitations of the core theoretical model
 |
| 1. Understand the process and practice of counselling within the **core theoretical model**
 | * 1. Evaluate the skills required to establish the counselling relationship within the core theoretical model
	2. Evaluate the skills required for developing and sustaining the counselling relationship within the core theoretical model
	3. Evaluate the skills required for reviewing and concluding the counselling relationship within the core theoretical model
 |
| 1. Understand the importance of supervision in counselling practice
 | * 1. Analyse how supervision helps to monitor, support and challenge ethical practice
	2. Explain the key benefits of the supervisor-supervisee relationship
	3. Evaluate the contribution of supervision to the client-counsellor relationship
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The [qualification specification](http://aimawards.org.uk/wp-content/uploads/units/spec_documents/AIM-Awards-Level-4-Diploma-in-Counselling-Practice--QCF--V2-Oct-14.pdf) contains full information on the qualification.