**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** |
| **1a** | Name at least three issues you would you take to supervision? Explain your answers. | Up to 3 issues from any of the following:   * nature of contract to be established * whether you feel competent to deal with this client * your response to your client’s appearance * your response to what your client has brought about his life * can an alliance be formed as he won’t tell you why he wants fortnightly meetings * the issues of alcohol? drugs? and potential for destructive life style * his comment about losing the will to live, and potential for suicide * his request for meeting fortnightly | Up to 3 marks  (1 mark per correct issue given) | 4.1  4.2 |
| Explanations related to the scenario for each issue given | **9 marks (up to 3 marks per issue)**  **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 scenario  **1 mark** tenuous reasoning but not clearly linked to client scenario  **0 Marks** no reasoning provided |

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| **1b** | How would you expect supervision to influence your relationship with Harry? Explain your answer. | Up to 3 points from any of the following:   * procedural details for suicide ideation/self-harm via destructive lifestyle * any answer which shows awareness of health and safety issues for client * any answer which shows awareness of health and safety issues for counsellor * our feelings about not getting the placement that you wanted * procedural details for referral to specialist alcohol/drug agencies * qualified counsellors and your level of expertise * possible stereotyping of client * placement protocols for not missing appointments and managing this in the relationship with Harry * effects of GPs comments and managing this with Harry | Up to 3 marks  (1 mark per point covered) | 4.3 |
| **Explanations related to the scenario for each point provided** | **9 marks (up to 3 marks per point covered)**  **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 scenario  **1 mark** tenuous reasoning but not clearly linked to client scenario  **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.  Focus on three key concepts from the model you have chosen and show how they might be employed in the counselling with Harry. Discuss the strengths and limitations of each of these concepts 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 * goals/outcome/preferred future might be arrived * describe how the fortnightly meetings/no show policy/ suicide risk/ 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 | 1.1  1.2  2.1  2.2 |

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| **3a** | What would you hope to have achieved by the end of the first session? Discuss three elements of building a relationship with Harry. | * 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 9 marks (up 3 marks per element covered)  **3 marks per element covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per element**  **covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per element** **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 element covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.1 |

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| **3b** | How would you use your knowledge of your core theoretical model to explain counselling to Harry? | * identify client’s understanding of process and expectations * establish prior experience of counselling (if any) and what worked * Explanation of what counselling is/how it works * Reflects on own thoughts/feelings in relation to presenting issues and how these might impact on the counselling relationship   **Do not accept** answers which are not consistent with the core theoretical model. | Up to 3 marks  (1 mark per point covered) | 1.3 |

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| **4a** | What are the considerations for a counselling relationship around Harry wanting to meet fortnightly? | Up to any 3 from the following:   * clarify issue over fortnightly meeting after discussing this with placement manager, exploring the possible use of strategies to ensure client’s autonomy is respected * establish joint agreement to contracting on appointment frequency, mention how counsellor would check that client is involved fully in this process, and identifies and defines the use of appropriate counselling skills * identify client’s expectations of counselling, discuss client’s goals, and discuss how they might be arrived at, with appropriate examples e.g. changes in lifestyle * identify client’s reaction help him to considering the possible effects of his lifestyle, and discuss with him ways in which he could chose to change his lifestyle | Up to 9 marks (Up to 3 marks per consideration covered)  **3 marks per consideration covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per consideration covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per consideration** **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 consideration covered** where explanation is general and unrelated to the scenario or could be related to any scenario | 3.2 |

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| **4b** | How might this and the details of Harry’s situation impact on the ending of the counselling relationship? Give at least three examples. | Up to any 3 from the following:   * discuss placement protocols over alcohol and establish joint agreement to contracting, exploring client’s reactions to that * discuss placement protocols over drug taking and establish joint agreement to contracting, exploring client’s reactions to that * clarify action to be taken if client attends appointment if intoxicated, exploring client’s reactions to that * clarify action to be taken if client seems at risk of suicide or continued self-harm due to lifestyle, exploring client’s reactions to that * consider possibilities for referral and the client’s reaction to that | Up to 9 marks (up to 3 marks per point covered)  **3 marks per point** **covered** when mentioned, described and explored containing detailed reference to the scenario  **2 marks per point** **covered** when mentioned, described and containing appropriate reference to the scenario  **1 mark per point** **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 point 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 (%)** |
| **1a** | 12 | 4.1, 4.2 | 19% |
| **1b** | 12 | 4.3 | 19% |
| **2** | 9 | 1.1, 1.2, 2.1, 2.2 | 14% |
| **3a** | 9 | 3.1 | 14% |
| **3b** | 3 | 1.3 | 6% |
| **4a** | 9 | 3.2 | 14% |
| **4b** | 9 | 3.3 | 14% |
| **Total** | **63** |

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 |

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.