****

**Level 4 Counselling**

**Counselling Practice**

**Marking Scheme**

June Series

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Accepted**  **Responses\*** | **Marks**  **Available** | Assessment Criterion |
| 1. How would you make use of your supervision after four counselling sessions with Alex? | Up to any 3 from the following:  • Clarify own response to client’s presenting issues  • Clarify own response to what your client has brought about his life  • To what extent can an alliance be formed with the effects of prescribed medication  • Discuss and surface theories about what Alex might want from counselling  • Voice concerns over his isolation – likely to get worse  • Voice concerns over his likelihood of suicide risk – means/motive/opportunity  • Seek guidance from supervisor over medication/mental health issues/suicide risk /referral for specialist legal advice  • Source appropriate specialist support to deal with mental health issues/legal issues - if Alex states this as a goal | Up to **3 marks**  (1 mark per correct issue given) | 4.1  4.2 |
| 2. Focus on three key concepts from your core theoretical model and show how they might be employed in the counselling with Alex.  Discuss the strengths and limitations of each of these concepts in turn. | KEY theoretical concepts used to  • Describe how an alliance/collaboration might be achieved and identify and define appropriate counselling skills that might be employed  • Describe how the chosen concepts might be expected to help Alex  • Explore one strength and one limitation of each of the concepts discussed  DO NOT ALLOW generic counselling skills that could be used in nay theoretical model | Up to **9 marks**  **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. | 1.1  1.2  2.1  2.2 |
| 3. A) Imagine you were sitting facing Alex right now and having heard the above description of his situation for the first time. What thoughts might hinder the development of a counselling relationship? | • Gives examples of thoughts and feelings that may arise in counsellor because of this presentation and can identify how these might impact counselling relationship e.g.  • Suicide risk  • Prescribed medication  • Loss of relationships  • Isolation  • Curiosity about lack of contact with twin girls and the reasons why  • Wanting to refer Alex to specialist legal advice or mental health support  • Considering own competence to work with this client  • Considering any parallel life issues that might lead to inappropriate self-disclosure  • Confusion about what Alex might want from counselling  • Potential ethical issues and can explore tensions in ethical principles | Up to **9 marks**  **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. | 3.1 |
| 3. B) Explain how your thoughts described in (A) above could hinder the development of a working relationship and how you might mitigate this | • Countertransference, lack of empathy, UPR inability to be congruent with Alex or other sensible explanation linked to appropriate key theoretical concept  • Identifies need for supervision/personal support and can identify strategies to mitigate the impact of own thoughts/feelings on the client/counselling process  • Considers strategies for establishing rapport/ collaboration/ surfacing expectations/goals  Explanation related to the scenario  3 explanations x 3 marks = 9 | **3 marks** good explanation that demonstrates good understanding of process and mitigating factors/skills/attitudes.  **2 marks** good explanation that is derived from the information in the scenario and some suggestions about amelioration of impact.  **1 mark** tenuous explanation but not clearly linked to client scenario and no mitigating strategies.  **0 marks** no explanation provided. |  |
| 3. C)What would you want Alex 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 answers which are not consistent with the core theoretical model or could be applied to any model. Do not accept generic contract terms, etc unless they are clearly related to a personal position. | **Up to 3marks**  (1 mark per point covered) | 1.3 |
| 4. (a) What are the considerations for the continuation of the counselling relationship with Alex if he states that he can’t carry on without his boys? Give at least 3 examples. | • Clarify exactly what the client means by his statement  • 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 is 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 his family to provide support/referral to appropriate mental health professional/ taking legal action to prevent the children being removed from the UK until a custody case could be heard  • Identify client’s sense of hopelessness | **Up to 9 marks**  **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 | 3.2 |
| 4 B)How might a referral to a specialist 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**  **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 response 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:**

|  |  |  |
| --- | --- | --- |
| Question | Number of marks | Criteria Covered |
| 1 | 3 | 4.1, 4.2 |
| 2 | 9 | 1.1, 1.2, 2.1, 2.2 |
| 3 A | 9 | 3.1 |
| 3 B | 9 | 1.3 |
| 3 C | 3 | 1.3 |
| 4 A | 9 | 3.2 |
| 4 B | 9 | 3.3 |
| **Total** | **51** |

**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:** |
| Understand key concepts of the chosen **core**  **theoretical model** | 1.1 Summarise the key concepts of the core theoretical model  1.2 Evaluate the key interventions of the core theoretical model  1.3 Develop self-awareness in relation to the core theoretical model |
| Understand the strengths and limitations of the  chosen core theoretical model | 2.1 Summarise the key strengths of the core theoretical model  2.2 Summarise the key limitations of the core theoretical model |
| Understand the process and practice of  counselling within the **core theoretical model** | 3.1 Evaluate the skills required to establish the counselling relationship within the core theoretical model  3.2 Evaluate the skills required for developing and sustaining the counselling relationship within the core theoretical model  3.3 Evaluate the skills required for reviewing and concluding the counselling relationship within the core theoretical model |
| Understand the importance of supervision in  counselling practice | 4.1 Analyse how supervision helps to monitor, support and challenge ethical practice  4.2 Explain the key benefits of the supervisor-supervisee relationship  4.2 Evaluate the contribution of supervision to the client-counsellor relationship |