



Level 4 Diploma in Counselling Practice
Marking Scheme
January 2018 Series

No	Question	Accepted Responses*	Marks Available	Assessment Criterion
<p>You have obtained a placement at Drylife, a local charity that provides counselling services to individuals who have problems with drugs and or alcohol. Drylife operates from a belief that the only way to successfully recover from drug and alcohol problems is a lifetime of complete abstinence. Potential clients are informed of this approach before they sign up for a four-week course of intensive group therapy requiring attendance at the charity’s centre 9.30 am to 4.30 pm five days a week. After the intensive course all clients are able to access one to one therapy for up to a year. Volunteers are required to be abstinent from alcohol and drugs. Mandip has completed her group therapy and is now volunteering for the charity as an arrest referral worker. This involves attending police stations and providing information about the Drylife service to individuals who have been arrested in connection with drug and alcohol problems. Mandip has her one to one sessions with you. The senior therapist at Drylife is also your placement manager and supervisor. Mandip is your first one to one client, though you know both her and another volunteer Peter, also an arrest referral worker, from your time observing in group. Mandip tells you that she knows that Peter had been out drinking with his friends before he attended his evening shift at the local police station last week. She has also seen him drinking alone in a restaurant at lunchtime on one occasion since he finished the intensive group therapy. Mandip also tells you that Peter has invited her to the same restaurant and she feels she would like to get to know him better but this could be a risk and she could go back to drinking. Peter has his one to one sessions with the senior therapist.</p>				
1	<p>What might the implications be for your work with Mandip should she report Peter’s conduct? Give three examples and explain your answers.</p>	<p><i>Up to any 3 from the following:</i></p> <ul style="list-style-type: none"> • <i>clarify own response to the situation – how own values and attitudes could influence a course of action or advice</i> • <i>discuss Mandip’s options with her</i> • <i>discuss the potential for breach of client’s confidentiality if an investigation into Peter’s conduct is undertaken</i> • <i>explore own feelings about the blurred boundaries in the organisation – e.g. therapist to Peter is your supervisor and placement manager</i> • <i>assess level of trust in the supervisory relationship – potential consequences for self</i> • <i>assess potential consequences for Peter and Mandip as a result of disclosure</i> 	<p>Up to 3 marks (1 mark per correct issue given)</p>	<p>3.1 1.3</p>



		<p>Explanation related to the scenario for each response given</p>	<p>9 marks available Up to 3 marks per explanation given according to the following criteria:</p> <p>3 marks good solid reason that demonstrates good understanding of client's presentation 2 marks good reason that is derived from the information in the scenario 1 mark tenuous reason but not clearly linked to client scenario 0 Marks no reason provided</p>	
<p>2</p>	<p>Focus on three key interventions from your core theoretical model and show how they might be employed to help Mandip deal with her decision to accompany Peter to the restaurant (or not)?</p>	<p>3 Interventions</p> <ul style="list-style-type: none"> describe how each intervention contributes to the forming of an alliance/collaboration identify and define appropriate counselling skills that might be employed to deliver the intervention describe how this client is meant to be helped by the intervention 	<p>Up to 9 marks</p> <p>3 marks per point covered when mentioned, described and explored containing</p>	<p>1.1 1.2 2.1 2.2</p>



		<p>can identify at least one advantage for Mandip and one disadvantage of the intervention</p>	<p>detailed reference to the scenario</p> <p>2 marks per point covered when mentioned, described and containing appropriate reference to the scenario</p> <p>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</p> <p>0 marks per point covered where explanation is general and</p>	
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			unrelated to the scenario or could be related to any scenario	
3a	What would be on 'your agenda' for supervision before your next session with Mandip. Explain your answers.	<ul style="list-style-type: none"> clarify own response to what your client has brought about her life discuss procedure for evaluating and reviewing the relationship with Mandip discuss procedure for supporting Mandip long term/over her feelings that she might be tempted back to drinking assess the strength of the supervisory relationship and make a decision about disclosure of the Mandip/Peter situation consider potential for contaminating Peter's therapeutic relationship seek external supervision about the Mandip/Peter situation <p>Explanation related to the scenario for each response given</p>	<p>Up to 3marks (1 mark per point covered)</p> <p>9 marks available Up to 3 marks per explanation given according to the following criteria: 3 marks good solid reason that</p>	<p>4.3 4.1 4.2</p>

			<p>demonstrates good understanding of client’s presentation 2 marks good reason that is derived from the information in the scenario 1 mark tenuous reason but not clearly linked to client scenario 0 Marks no reason provided</p>	
<p>3b</p>	<p>What are the key ethical dilemmas in this scenario? Explain your answer.</p>	<ul style="list-style-type: none"> • JUSTICE making sense of what is happening between Mandip and Peter – fair treatment for both • promoting Mandip’s AUTONOMY in reaching his own decision about what to do • explore alternative options and make better choices • BENEFICENCE/NON-MALIFICENCE boundary conflicts between senior therapist/supervisor role • FIDELITY – holding knowledge about a volunteer not subscribing to the aims of the organisation 	<p>Up to 3marks (1 mark per point covered)</p>	<p>1.3 4.3 4.1 4.2</p>



		<p>Explanation related to the scenario for each response given</p>	<p>Up to 9marks 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</p>	
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			unrelated to the scenario or could be related to any scenario	
4a	Assuming a satisfactory resolution of the situation with Peter is achieved, over the course of the next year what are the considerations for sustaining the counselling relationship with Mandip Give at least 3 examples.	<ul style="list-style-type: none"> 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 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 clients goals and how they might be arrived at, with appropriate examples identify client’s reactions to the situation help him to consider the possible ways in which he contributes to his problems and discuss with him ways in which he could choose to change this 	<p>Up to 9marks 3 marks per point covered when mentioned, described and explored containing detailed reference to the scenario</p> <p>2 marks per point covered when mentioned, described and containing appropriate reference to the scenario</p> <p>1 mark per point covered when mentioned, described and containing reference to the scenario or is not so general it could be</p>	3.2



			<p>applied to any scenario</p> <p>0 marks per point covered where explanation is general and unrelated to the scenario or could be related to any scenario</p>	
4b	<p>How might a review of the counselling relationship be facilitated at the six months' point? Give at least 3 examples.</p>	<ul style="list-style-type: none"> • Allow client to express thoughts and feelings of work to date • Establish a further 'agenda' for the remaining 3 sessions • Carefully explore any gaps between client's stated reasons/plans/goals at outset and now • Prepare for ending if needs have been met/ source on-going support and refer if not/ re-contract for further 10 sessions contingent upon HR approval 	<p>Up to 6marks</p> <p>2 marks per point covered when mentioned, described and containing appropriate reference to the scenario</p> <p>1 mark per point covered when mentioned, described and containing reference to the scenario or is not so general it could be</p>	3.3

			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	
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** 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	Weighting (%)
1	12	3.1, 1.3	
2	9	1.1, 1.2, 2.1, 2.2	
3(a)	12	4.3, 4.1, 4.2	
3(b)	12	1.3, 4.3, 4.1, 4.2	
4(a)	9	3.2	
4(b)	6	3.3	
Total	60		

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