



Level 4 Diploma in Counselling Practice
Marking Scheme
June 2018 Series

No	Question	Accepted Responses*	Marks Available	Assessment Criterion
<p>Nadenka arrives for her second session with her 12-month-old baby. She tells you that she is physically unwell and had considered cancelling her appointment but was desperate to see you. She says that has struggled with being a single parent both practically and emotionally but that her health visitor says that both her and the baby are doing well and she should be proud of the way she is looking after him. During the session, she discloses that the Benefits Agency has stopped her money and that she must attend a meeting at the office which is two miles from the counselling centre later that day. She has no money for the bus. She says that she feels completely useless and now wonders why she is wasting your time.</p>				
<p>1</p>	<p>In the table below are three groups of key concepts from the three main core theoretical models of counselling. Choose ONE group of concepts and explain how these might relate to Nadenka’s situation described above.</p>	<p><i>For each concept from the group:</i></p> <ul style="list-style-type: none"> <i>describe how each concept contributes to the forming of an alliance/collaboration with the client</i> <i>describe how this client is meant to be helped by/or the situation can be explained by the concept</i> 	<p>3 marks per concept when mentioned, described and explored containing detailed reference to the scenario 2 marks per concept when mentioned, described and containing appropriate reference to the scenario 1 mark per concept when mentioned, described and containing little reference to the scenario or is so general it could be applied to any scenario 0 marks where explanation is too</p>	<p>1.1, 1.2</p>

			<p>general and unrelated to the scenario or could be related to any scenario</p> <p>[Up to 9 marks]</p>	
2	<p>Choose ONE Concept from any group in the table in question one and explain the strengths and limitations of that concept in the work with Nadenka.</p>	<p>Strengths – explains how the chosen concept promotes or fosters</p> <ul style="list-style-type: none"> • development of alliance/collaboration • sustaining the therapeutic alliance • what the client needs to understand and how expectations can be surfaced • goals/outcome/preferred future might be arrived at <p>Limitations – explains how the chosen concept prevents or hinders</p> <ul style="list-style-type: none"> • development of alliance/collaboration • sustaining the therapeutic alliance 	<p>[Up to 3 marks]</p> <p>[Up to 3 marks]</p>	2.1, 2.2



		<ul style="list-style-type: none"> • <i>what the client needs to understand and how expectations can be surfaced</i> • <i>goals/outcome/preferred future might be arrived at</i> 		
3	<p>As Nadenka is preparing to leave the session she asks you if you could loan her the bus fare, promising faithfully to pay you back when her benefits are sorted.</p> <p>(a) Answer the first question YES or NO and then explain your answer. Marks will be awarded for the explanation not the decision.</p>		<p>3 marks when appropriate concepts or ethical principles are mentioned, described and explored, with detailed reference to the scenario</p> <p>2 marks when appropriate concepts or ethical principles are mentioned and described, with appropriate reference to the scenario</p> <p>1 mark when appropriate concepts or ethical principles are mentioned and described with little reference to the scenario or response</p>	1.3, 3.1



			<p><i>is so general it could be applied to any scenario</i></p> <p>0 marks where explanation is too general and unrelated to the scenario or could be related to any scenario</p>	
	<p>(b) Describe how you would explain your decision to Nadenka in a way that was intended to preserve the therapeutic alliance.</p>		<p>3 marks when <i>appropriate counselling skills/helpful interventions mentioned, described and explored containing detailed reference to the scenario and</i></p> <p>2 marks when <i>appropriate counselling skills/helpful interventions mentioned, described and containing appropriate reference to the</i></p>	3.2



			<p><i>scenario and appropriate</i> 1 mark per when appropriate counselling skills/helpful interventions mentioned, described and containing little reference to the scenario or is so general it could be applied to any scenario</p> <p>0 marks where explanation is too general and unrelated to the scenario or could be related to any scenario</p>	
	<p>(c) in relation to your core theoretical model describe how you would justify your decision to your supervisor.</p>		<p>3 marks when appropriate ethical and/or relationship promoting attributes mentioned, described and explored containing detailed</p>	<p>4.1,4.2,4.3</p>



			<p><i>reference to the scenario and</i> 2 marks when appropriate ethical and/or relationship promoting attributes mentioned, described and containing appropriate reference to the scenario</p> <p>1 mark per when appropriate ethical and/or relationship promoting attributes mentioned, described and containing little reference to the scenario or is so general it could be applied to any scenario</p> <p>0 marks where explanation is too general and unrelated to the scenario or could be related to any scenario</p>	
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<p>4</p>	<p>When you next arrive at your placement the manager informs you that Nadenka has telephoned saying that the Benefits Agency have agreed to emergency payments to cover food and other essentials pending a full case review. This does not allow her enough money to travel for appointments so the manager and your supervisor have suggested that it is wise to end the counselling over the telephone and then Nadenka can refer herself back to the agency once circumstances permit.</p> <p>(a) In the light of this new information and Nadenka’s original presentation identify THREE of your own thoughts and/or feelings and explain how each of them might affect the proposed telephone ending</p>	<ul style="list-style-type: none"> • <i>gives examples of thoughts and feelings that may arise in counsellor as a result of this presentation and can identify how these might impact on both client and counselling process</i> • <i>identifies need for supervision/personal support and can identify strategies to mitigate the impact of own thoughts/feelings on the client/counselling process</i> • <i>considers possibility of informing Nadenka about specialist financial advice</i> • <i>considers own competence to work with this client and how best to help her</i> • <i>considers any parallel life issues that might lead to inappropriate self-disclosure</i> • <i>surfaces own confusion about what Nadenka might want from counselling</i> • <i>mentions potential ethical issues and can explore tensions in ethical principles</i> 	<p>Identification of thought/feeling</p> <p>2 marks for detailed description clearly related to scenario 1 mark per point covered for mentioning thought and containing loose reference to the scenario 0 marks where explanation is too general and unrelated to the scenario or could be related to any scenario</p> <p>Likely impact on ending process</p> <p>3 marks per point covered when mentioned, described and explored containing detailed reference to the scenario</p>	<p>1.3, 3.3</p>
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			<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 unrelated to the scenario or could be related to any scenario</p> <p><i>[3 x 5 marks = 15 marks]</i></p>	
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	<p>(b) You telephone Nadenka to discuss the ending of your counselling relationship. She tells you that she can only stay on the telephone for ten minutes.</p> <p>What would be the priorities for your conversation with Nadenka given the limited time. Give three examples and in each case evaluate it's impact on the likelihood of re-establishing counselling relationship with her in the future.</p>	<ul style="list-style-type: none"> • <i>remind client of number of sessions remaining</i> • <i>remind client nearer time of ending that their relationship is coming to a close</i> • <i>discuss forthcoming ending with client</i> • <i>allow client to express thought and feelings associated with this ending</i> • <i>provide time for client to evaluate progress</i> • <i>identify possibilities for referral</i> • <i>look forward to future when counselling has finished</i> • <i>carry out review of progress made and evaluate counselling relationship</i> • <i>identify sources of further support with examples (eg referral, self-help)</i> • <i>explore and validate client's feelings particularly around endings and relate to past experiences of endings</i> 	<p>Priority for ending</p> <p>2 marks for detailed description clearly related to scenario 1 mark per point covered for mentioning thought and containing loose reference to the scenario 0 marks where explanation is too general and unrelated to the scenario or could be related to any scenario</p> <p>Likely impact on future counselling relationship</p> <p>3 marks per point covered when mentioned, described and explored containing detailed reference to the scenario</p>	<p>3.3</p>
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			<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 unrelated to the scenario or could be related to any scenario</p> <p>[3 x 5 marks = 15 marks]</p>	
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<p>5</p>	<p>Three months after the telephone ending Nadenka refers herself back to the agency. The placement manager says that she has specifically asked for you to be her counsellor. You agree with your supervisor that you should re-establish a counselling relationship with her.</p> <p>Describe how you would re-build and sustain a therapeutic alliance with Nadenka after the break in counselling.</p>	<ul style="list-style-type: none"> • describe relevant contract terms (re-affirm contract and boundaries) and can relate this to relevant • ethical principles • describe how an alliance/collaboration might be re-affirmed/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 surface with appropriate examples related to the scenario • describe how the goals/outcome/preferred future might be arrived at with suggested examples related to the scenario 	<p>key elements mentioned [0-2 marks], described [2-4 marks] and explored [4-6 marks] with appropriate examples</p>	<p>3.2, 4.3</p>
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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	9	1.1,1.2	
2	6	2.1,2.2	
3(a)	3	1.3, 3.1	
3(b)	3	3.2	
3(c)	3	4.1,4.2,4.3	
4(a)	15	1.3, 3.3	
4(b)	15	3.3	
5	6	3.2,4.3	
Total	60		
Passmark	26		
Percentage	43%		

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