**AIM Awards**

**Level 2 Award in Counselling: Working with Grief and Loss**

**Assessment Pack**

**2017 - 2018**

|  |  |
| --- | --- |
| Learner Name: |  |
| Unique Learner Number: |  |
| Course: |  |
| Tutor/Assessor: |  |
| Learner Signature: |  |
| Date Started: |  |
| Date Completed: |  |

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# How this qualification is assessed

This qualification consists of one mandatory unit. A grid showing an overview of the assessment for the qualification, followed by the assignment task is shown below. The assignment must be passed in order to achieve the unit. Please refer to Section 2 of the qualification specification on how to achieve the full qualification.

Mandatory Unit – Learners must achieve the unit below by completing the required assignment.

|  |  |
| --- | --- |
| **Unit** | **Assessment** |
| **Title** | **Reference Number** | **Level** | **Credit Value** | **Method** | **Task** | **Size** | **Page** |
| Working with Grief and Loss | D/506/3030 | Two | 6 | Internally marked | Journal | Up to 800 words per entry | 8 |

The Tutor/Assessor will go through the assignments with the learner to ensure they understand how to complete them. It is essential that assignments are completed on time and that they meet the Assessment Criteria at the correct level.

All written assignments have a word count, which must be adhered to. Learners should state the word count at the end of the tasks.

**Deadlines**

Externally marked tasks and examinations have strict deadlines that will be issued to centres. Deadlines for internally marked tasks may be set by the centre and must be clearly communicated to learners on the assessment tasks.

**Types of assessment**

|  |  |  |
| --- | --- | --- |
| **Journal** | *Internally set task* | *Internally marked* |
| **Guidance:**The journal is an important part of the learning and assessment process of this qualification as both a document recording what has been learned from teaching sessions and an introduction to reflective practice for the learner The journal is monitored throughout the lifetime of these units (where a journal is required) and is internally assessed, internally verified by the centre and externally verified by AIM Awards. The requirement of writing word-limited reflective journal entries after every course session is good practice for counselling learners. At Level 2, it encourages them to work with a number of essential counselling related skills, such as active listening, observing and giving attention, self-awareness and summarising. In higher level courses, it demonstrates how they are beginning to practise the process of counselling – i.e. establishing the therapeutic alliance, how they work through the ‘client’s presenting story’, and how they prepare for appropriate and meaningful endings. Journal writing also helps the learners to take more of the responsibility for their learning. It is important, therefore, that both learners and Tutors/Assessors understand that the journal is an important integrative part of the course.For the purpose of assessment, the journal provides permanent and reliable records of each learner’s unique progress and achievement throughout the learning programme. It is, therefore, an ideal means of both formative and summative assessment. Assessing learners’ journals is a case of comparing what they have written on the subject with what was actually taught, and how learners have demonstrated achievement of the Assessment Criteria.Tutors/Assessors who assess journals must have a good grasp of the quality of response that can be reasonably expected from a learner at a particular level. AIM Awards Assessor standardisation training is an essential element in developing the necessary skills of assessment, in addition to the importance of understanding the requirements of Level Descriptors. Most learners, at whatever level they join a learning programme, will need to learn both the techniques and the discipline of writing reflectively in addition to learning the subject matter. For this reason, at the beginning of a course the journals need to be marked at regular intervals and this should continue throughout the lifetime of the course.**Writing the Journal for One-to-One Counselling Simulated Sessions**The journal needs to include a record and reflection from the learner on their experience, from work in triads, in all three roles of counsellor, client and observer. The EMPHASIS, however, will be on the learner’s own role as a counsellor. The initial entry will need to clearly describe the contracting process between the individual as counsellor (and their client), and record how this fits into the future work, and the developing relationship.Each entry will give clear evidence of the interventions made by the counsellor, and say how these interventions affect the work in progress. Learners will need to focus on the developing counselling relationships, and show where trust, intimacy and mutuality are evident in their comments. Learners should try to demonstrate their understanding of the process of change.In the observer role, learners will need to keep a clear record of what they observe in order to give clear feedback to the counsellor (*counsellor*). They will need to be aware of describing what they observe in terms of skills used by the counsellor, and the counselling process. Their role is not an interpretive role, the focus is on description. They need to make sure that their record is accurate, and contains clearly expressed examples in order to be useful to the counsellor, and to demonstrate the observer’s ability to give accurate and useful feedback.It is important to distinguish between feedback given immediately, and that offered in the light of journal reflections.The record of the learner in the client (*client*) role is to describe, and reflect on what was useful or not, and to consider their experience of the developing relationship between themselves and the counsellor (*counsellor*). |

**Tracking Learner Work**

Each assessment task will identify the Assessment Criteria that it covers. Submissions must evidence achievement of those Assessment Criteria and Assessors must mark work against them. For each unit, there is a Record of Learner Achievement where Assessors must tick to identify whether the Assessment Criteria have been met and sign to confirm the unit has been achieved. Summative feedback to learners should be provided on this sheet containing feed-forward guidance for how to complete future submissions. The completed Records of Learner Achievement must be presented alongside the learner marked work for internal and external verification. If opportunities for Recognition of Prior Learning (RPL) have been identified, then the evidence to support the claim for RPL must be submitted along with a completed **RPL and Credit Transfer Form** to the External Verifier.

Each Record of Learner Achievement identifies which assessment criteria are covered by each task:

* Blank boxes identify Assessment Criteria mapped to that task and therefore should be ticked when the learner has achieved each criteria
* Dark grey boxes are not mapped to that task and should be ignored
* Light grey boxes with the word “external” signify that the criteria is covered by an externally marked assessment.

# Mandatory: Working With Grief and Loss (Level 2)

## Record of Learner Achievement

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** | **TICK WHEN ACHIEVED** |
| --- | --- | --- |
| **The learner will:** | **The learner can:** | **Journal** |
| 1. Understand the nature of grief and loss
 | * 1. Define the terms grief and loss
 |  |
| * 1. Describe models of the grieving process
 |  |
| 1. Understand the context of counselling people experiencing grief and loss
 | * 1. Illustrate the application of counselling skills for people experiencing grief and loss
 |  |
| * 1. Assess the application of counselling skills for people experiencing grief and loss
 |  |
| 1. Understand ethical practice when counselling people experiencing grief and loss
 | * 1. Indicate key challenges to ethical practice when counselling people experiencing grief and loss
 |  |
| 1. Understand risk management in the counselling interaction
 | * 1. Assess potential key risks to the counsellor
 |  |
| * 1. Assess potential key risks to the client
 |  |
| 1. Know about an awareness of self in relation to others when working with grief and loss
 | * 1. Identify ways in which personal self-awareness has developed when working with grief and loss
 |  |

**Final Tutor/Assessor Feedback (Strengths and Areas for Improvement):**

|  |
| --- |
|  |

**Learner Evaluation (evaluation of own work and comment on assessment task):**

|  |
| --- |
|  |

**Learner Submission Disclaimer**

I declare that this is an original piece of work and that all of the work is my own unless referenced.

**Assessor Disclaimer**

I confirm that this learner’s work fully meets the assessment criteria listed above and that any specified evidence requirements have been addressed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessor** |  | **Learner** |  | **Date** |  |

## Assignment Brief

|  |  |
| --- | --- |
| Qualification: | **AIM Awards Level 2 Award in Counselling: Working with Grief and Loss** |
| Unit(s) covered: | **Working With Grief and Loss L2** |
| Assessor: |  |
| Assignment Title: | **Journal: Working with Grief and Loss** | Unit Assignment No.: |  1 / 1 |
| Date Brief Set: |  | Submission Date: |  |

**Why are we doing this?**

|  |
| --- |
| Reflection on your own work is important in any job, but in counselling the ability to reflect on how you have worked with a client and the strategies you have used is imperative in order to be able to improve as a professional.Your evidence for this unit is comprised of a journal where you will reflect on content learned in your teaching sessions and role-plays with the aim of introducing reflective practice. |

**Tasks**

To complete this assignment you will need to complete the following tasks:

|  |  |  |
| --- | --- | --- |
| **Task** | **Type of Evidence** | **Assessment Criteria**  |
| You must complete a journal consisting of an entry after each teaching session where you reflect on the concepts delivered and discussed that relate to this unit’s topic and most importantly Assessment Criteria. Your journal must contain the following: | Journal, 800 words per entry |  |
| * Definitions of the terms grief and loss
 |  | 1.1 |
| * A description of the main models of the grieving process
 |  | 1.2 |
| * A discussion on how well counselling skills can be applied to working with people experiencing grief and loss
 |  | 2.1, 2.2 |
| * The key challenges to ethical practice for working with people experiencing grief and loss
 |  | 3.1 |
| * The potential key risks to both counsellor and client
 |  | 4.1, 4.2 |
| * Identification of ways in which self-awareness has developed when working with grief and loss
 |  | 5.1 |

**Guidance for assessment**

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| --- |
| As you write your journal you are expected to identify which Assessment Criteria each entry relates to from the list below. You may choose to use the assessment criteria as sub-headings for your text, or to identify the Assessment Criteria covered by a paragraph or section by noting it numerically (e.g. 1.2).The word count must be adhered to: **800 words per journal entry****Procedure for Marking a Journal** 1. Tutor/Assessors should monitor and assess journals from the very beginning of a course. They will be handed to the Tutor/Assessor at the beginning of one teaching session and given back to learners having been marked at the start of the following teaching session
2. Each journal should be a reflective and learning entry, demonstrate what the learners has learned from each session, as well as how they have felt about what has been taught
3. Levels are important to the whole process of assessment, and Tutor/Assessors must be aware that they are working with learners and trainees in counselling and NOT counsellors. The writing of journals is to indicate learning and understanding of counselling skills and processes, and to demonstrate growth in personal self-awareness
4. Tutor/Assessors will record on the journal the date and the points where the marking starts and ends, and where Assessment Criteria have been achieved
5. If criteria are consistently not being achieved, Tutor/Assessors will request learners to either correct their work, or to provide additional input. Tutor/Assessors will give this instruction in writing and specify when it must be completed and returned for marking assessment
6. Tutor/Assessors must tick to indicate achievement of assessment criteria on the Record of Learner Achievement for the unit assessed by the journal.
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To pass this assessment, learners must meet all of the Assessment Criteria. Work that does not meet all of the Assessment Criteria may be referred for additional work and then resubmitted according to the centre’s policy. This must be clearly identified in the **Tutor/Assessor Feedback** to learners.

|  |  |
| --- | --- |
| **No.** | **Assessment Criteria** |
| 1.1 | Define the terms grief and loss |
| 1.2 | Describe models of the grieving process |
| 2.1 | Illustrate the application of counselling skills for people experiencing grief and loss |
| 2.2 | Assess the application of counselling skills for people experiencing grief and loss |
| 3.1 | Indicate key challenges to ethical practice when counselling people experiencing grief and loss |
| 4.1 | Assess potential key risks to the counsellor |
| 4.2 | Assess potential key risks to the client |
| 5.1 | Identify ways in which personal self-awareness has developed when working with grief and loss |