**AIM Awards**

**Level 4 Certificate in Counselling: Effective Use of Supervision (QCF)**

**Assessment Pack**

**2017 - 2018**

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

Contents

[How this qualification is assessed 3](#_Toc397330332)

[Mandatory: Counselling: Effective Use of Supervision (Level 4) 5](#_Toc397330333)

[Record of Learner Achievement 5](#_Toc397330334)

[Assignment Brief 7](#_Toc397330335)

# 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** |
| Counselling: Effective Use of Supervision | H/506/3076 | Four | 15 | Internally marked | Journal | 800 words / session | 7 |

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 assessed* |
| **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 this level, the journal demonstrates how learners 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 Tutor/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 candidate’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. | | |

**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: Counselling: Effective Use of Supervision (Level 4)

## Record of Learner Achievement

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** | **TICK WHEN ACHIEVED** |
| --- | --- | --- |
| **The learner will:** | **The learner can:** | **Journal** |
| 1. Understand the nature of supervision | * 1. Critically compare the key components of models of supervision |  |
| * 1. Summarise the key tasks of the supervisor and the supervisee |  |
| * 1. Demonstrate awareness of the need to ground personal supervision within a theoretical framework |  |
| 1. Know about case material for supervision | * 1. Judge material appropriate for supervision |  |
| * 1. Demonstrate skills to present material at supervision |  |
| 1. Be able to implement feedback from supervision to improve practice | * 1. Develop an action plan for counselling practice arising from recent supervision sessions |  |
| 1. Understand risk management in a counselling interaction | * 1. Assess potential key risks to the:   (a) counsellor  (b) client  (c) supervisor |  |
| 1. Know about an awareness of self in relation to others in the use of supervision | * 1. Identify ways in which self-awareness has developed in the use of supervision |  |

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

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| --- |
|  |

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

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| --- |
|  |

**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 4 Certificate in Counselling: Effective Use of Supervision (QCF)** | | | |
| Unit(s) covered: | **Counselling: Effective Use of Supervision L4** | | | |
| Assessor: |  | | | |
| Assignment Title: | **Journal: Effective Use of Supervision** | | Unit Assignment No.: | 1 / 1 |
| Date Brief Set: |  | Submission Date: |  | |

**Why are we doing this?**

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| --- |
| 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 the need for and value of supervision in developing and maintaining a safe, responsible and reflective practice. You will need to consider the nature of the supervisory relationship and consider the role of supervision in counselling practice, based on both theory and your own experience. |

**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. In this journal you must also reflect on your own use of supervision.  Your journal must contain the following: | Journal, 800 words per entry |  |
| * A comparison of the key components of models of supervision |  | 1.1 |
| * A summary of the key tasks of the supervisor and the supervisee |  | 1.2 |
| * A summary of the need to ground personal supervision within a theoretical framework |  | 1.3 |
| * A reflection on the appropriateness of material you have presented at supervision |  | 2.1, 2.2 |
| * An action plan for counselling practice arising from recent supervision sessions |  | 3.1 |
| * An assessment of the key risks to counsellor, client and supervisor |  | 4.1 |
| * Identification of ways in which self-awareness has developed in the use of supervision |  | 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). |

**How you will be marked**

To pass this assignment you must meet all of the Assessment Criteria below. 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 | Critically compare the key components of models of supervision |
| 1.2 | Summarise the key tasks of the supervisor and the supervisee |
| 1.3 | Demonstrate awareness of the need to ground personal supervision within a theoretical framework |
| 2.1 | Judge material appropriate for supervision |
| 2.2 | Demonstrate skills to present material at supervision |
| 3.1 | Develop an action plan for counselling practice arising from recent supervision sessions |
| 4.1 | Assess potential key risks to the:  (a) counsellor  (b) client  (c) supervisor |
| 5.1 | Identify ways in which self-awareness has developed in the use of supervision |