**AIM Awards**

**Level 4 Certificate in Counselling: Humanistic Theory (QCF)**

**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** |
| Humanistic Theory | D/506/3061 | Four | 15 | Internally marked | Essay | 4500-5000 words | 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**

|  |  |  |
| --- | --- | --- |
| **Essay** | *Internally set task* | *Internally assessed* |
| **Guidance:**  Essay tasks are set according to the assignment briefs within this document and are internally assessed, internally verified at the centre and externally verified by AIM Awards.  Essays must be written in a formal style with:   * an introduction * the main body of text which includes discussion, analysis and some evaluation of the information used as references * a conclusion * a list of references (the Harvard referencing system is suggested)   Learners must ensure that the Assessment Criteria referred to in the assignment brief are covered by their submission.  Tutors/Assessors must provide constructive useful feedback to learners on their finished submission and this must be recorded on the Record of Learner Achievement for the unit along with identification of the Assessment Criteria evidenced.  It is good practice for Tutors/Assessors to look at draft essays and provide formative feedback to learners about their work in progress.  A suggested essay writing approach for learners to follow is to:   * Prepare * Research * Plan the content and argument * Find suitable quotations to support the argument * Write the main body * Write the conclusion and introduction * Complete the reference list | | |

**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: Humanistic Theory

# (Level 4)

## Record of Learner Achievement

| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** | **TICK WHEN ACHIEVED** |
| --- | --- | --- |
| **The learner will:** | **The learner can:** | **Essay** |
| 1. Understand the key concepts of a humanistic approach to counselling | * 1. Evaluate the key theoretical concepts of a humanistic approach to the nature and development of human beings |  |
| * 1. Evaluate the key theoretical concepts of a humanistic approach to the development and perpetuation of psychological problems |  |
| * 1. Evaluate the key theoretical concepts of a humanistic approach to the nature and process of therapeutic change |  |
| * 1. Review and clarify the contribution of key theorists to a humanistic approach to counselling |  |
| 1. Understand the strengths and limitations of a humanistic approach to counselling | * 1. Analyse the strengths of a humanistic approach to counselling |  |
| * 1. Analyse the limitations of a humanistic approach to counselling |  |
| * 1. Critically evaluate the historical development of a humanistic approach to counselling |  |
| 1. Understand the contribution of a   humanistic approach to therapeutic practice | * 1. Review and evaluate how a humanistic approach to counselling seeks to establish the counselling relationship and process |  |
| * 1. Review and evaluate how a humanistic approach to counselling seeks to develop and sustain the counselling relationship and process |  |
| * 1. Review and evaluate how a humanistic approach to counselling seeks to conclude the counselling relationship and process |  |
| * 1. Explain how a humanistic approach to counselling seeks to assess the efficacy of counselling casework |  |

**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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| --- |
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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: Humanistic Theory (QCF)** | | | |
| Unit(s) covered: | **Humanistic Theory L4** | | | |
| Assessor: |  | | | |
| Assignment Title: | **Humanistic Theory Essay** | | Unit Assignment No.: | 1 / 1 |
| Date Brief Set: |  | Submission Date: |  | |

**Why are we doing this?**

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| --- |
| Humanistic Theory is one of the three key theoretical Models used for working with clients. Knowledge of each of these is important to allow you to choose the most appropriate for each situation. By completing this assignment you will develop your knowledge in order that you may explore the opportunities and challenges of working with clients using this model. |

**Tasks**

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

|  |  |  |
| --- | --- | --- |
| **Task** | **Type of Evidence** | **Assessment Criteria** |
| You must write an essay covering the following areas, ensuring that your submission covers the Assessment Criteria referenced. You are encouraged to identify on your work where each Assessment Criteria is covered. | Essay, 4500 to 5000 words |  |
| 1. Discuss how the Humanistic Model of Counselling is used with clients |  | 1.2 |
| 1. Evaluate the effectiveness of the Model |  | 2.1, 2.2, 2.3 |
| 1. Describe the skills and interventions used |  | 3.1, 3.2, 3.3, 3.4 |
| 1. Critically analyse how the Humanistic Model compares with other theoretical Models |  | 1.1, 1.3, 1.4 |

**Guidance for assessment**

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| --- |
| Good submissions should demonstrate:   * Relevance of the submitted material and content to the essay title * Evidence of critical analysis of reading, and subject content throughout essay * Comparison of theoretical approaches as they relate to essay content * Logically structured argument throughout essay * Evidence of relevant background reading, and application to essay title * Clarity of structure and organisation of essay * Conclusions and outcomes of submission are clear and unambiguous * Correct spelling, grammar and use of the Harvard referencing system |

**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 | Evaluate the key theoretical concepts of a humanistic approach to the nature and development of human beings |
| 1.2 | Evaluate the key theoretical concepts of a humanistic approach to the development and perpetuation of psychological problems |
| 1.3 | Evaluate the key theoretical concepts of a humanistic approach to the nature and process of therapeutic change |
| 1.4 | Review and clarify the contribution of key theorists to a humanistic approach to counselling |
| 2.1 | Analyse the strengths of a humanistic approach to counselling |
| 2.2 | Analyse the limitations of a humanistic approach to counselling |
| 2.3 | Critically evaluate the historical development of a humanistic approach to counselling |
| 3.1 | Review and evaluate how a humanistic approach to counselling seeks to establish the counselling relationship and process |
| 3.2 | Review and evaluate how a humanistic approach to counselling seeks to develop and sustain the counselling relationship and process |
| 3.3 | Review and evaluate how a humanistic approach to counselling seeks to conclude the counselling relationship and process |
| 3.4 | Explain how a humanistic approach to counselling seeks to assess the efficacy of counselling casework |