BACHELOR'S DEGREE ASSIGNMENT SPECIFICATION
School of Social Justice and Inclusion
Programme: BA Hons Counselling Studies and Psychology

Provisional Mark *All marks are subject to moderation and scrutiny by External Examiners*	%

For Completion Students

DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.

Student Number:			**Student Name:**		
Lecturer:	Andrea Williams		**Internal Verifier:**	Counselling Team Member	
Module Code No:	M4X00954		**Module Title**	Contemporary Context of Counselling Skill	
Module Weighting:	50%	**Assessment Type:**	Oral Presentation	**Assessment No:**	2 of 2
Question Title:	**Oral Presentation: Academic Poster and Presentation (15 minutes)** **Assessment Details:** **'Compare and contrast two therapeutic interventions and consider the impact of each, in relationship to working with psychological distress. Present your findings on an academic poster and demonstrate your understanding in a fifteen minute oral presentation'** • **Your oral presentation will be video recorded by the lecturer.**				
Hand-out Date	**11.12.2017**	**Submission Date**	**Monday 05.03.2018 Seminar Presentation Dates: 05.03.2018 12.03.2018 19.03.2018 26.03.2018**	**Return Date**	**6.04.2018**

SUBMISSION:	**Date:**
All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. **Note**: the Turnitin version is the primary submission and acts as a receipt for the student. **Late submission of the electronic version of the assignment will result in a late penalty mark.** Penalties for late submission: Up to four weeks late, maximum mark of 40%. Only the Extenuating Circumstances Panel may grant an extension.	**05.03.2018 Monday 12:00 Midday**

Originality Statement

"By submitting my work I _____confirm that this is my original work and that I have adhered to the College |Policy on Plagiarism." "I have also submitted my work to Turnitin UK for checking or have included a disk if this assignment is submitted as a paper copy."

Lecturer to tick to indicate if a hard copy version of the assignment must be submitted.	**YES**	**x**
	NO	

Personal Evaluation – to support your academic progress, we are interested to read your own assessment of this work as a measure of your own effort and in order that we may comment on your strengths and weaknesses. **Please ensure you complete this assessment before submitting your work.**	
What do you consider are the best aspects of this piece of work?	
Which aspects do you consider could have been improved in this piece of work?	
What have you found most satisfying whilst undertaking this submission?	

For Completion by Lecturers

Assignment Mark Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.	**Late submission Penalties (tick if Appropriate)**		
	Up to 1 weeks late	**40% max**	**%**
	Over 1 weeks late	**0%**	

Learning Outcomes[1] (from module syllabus)							
This submission is . . .	***Outright Fail 0-29%***	***Un-satisfactory 30-39%***	***Adequate 40-49%***	***Good 50-59%***	***Very Good 60-69%***	***Excellent 70-79%***	***Exceptional 80-100%***
Recognise health as a contested topic and counselling's position in the discipline.							
Evaluate a range of theories of causality relating to emotional distress and its impact on wellbeing.							
Recognise the links between individual experience of health and health issues and the wider structural elements relevant to health and wellbeing.							
Employ appropriate academic conventions in the production and presentation of work.							

Feedback							
This submission is . . .	***Outright Fail 0-29%***	***Un-satisfactory 30-39%***	***Adequate 40-49%***	***Good 50-59%***	***Very Good 60-69%***	***Excellent 70-79%***	***Exceptional 80-100%***
Structure and Argument: Organisation and Planning; Effective and clear introduction; Breadth of issues covered; Ability to answer the question; Structure and coherence of argument; Usefulness of the conclusion.							
Understanding and Application of Theories: Appropriate use of relevant theoretical framework.							
Evidence of Additional Reading: Appropriate use of references and quotations; Use of supporting evidence.							
Style and Presentation: Fluency of writing; Spelling/grammar/punctuation; Presentation; Degree of conformity to required word limit; Visual design.							
Communication Skills: Pace/pitch/power; Volume; Body language; Eye contact; Use of notes; Involvement of audience; Handling of questions and discussion.							
References: Include all references mentioned in alphabetical order. In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or							

[1] *These learning outcomes are a reduced version from the module outline from the programme of study handbook.*

quoted in order to complete this assignment e.g. for books: Surname of Author and Initials, (year of publication), *Title Of Book*, (edition), Place of Publication: Publisher. **Appendices:** Labelled appendix 1, 2, 3 etc. and organised into materials and results sections. **Bibliography:** Correct style; Independent study; Range of information sources.							

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Comment on the achievement of the task:

Areas in which you have performed well:

Areas that would benefit from development/improvement:

Tutor's Signature	Date

Common Assessment Marking Criteria

Assessment Criteria	0-29%	30-39%*	40-49%	50-59%	60-69%	70-79%	80-100%
1. Structure and Argument Effective and clear introduction; Breadth of issues covered; Ability to answer the question; Structure and coherence of argument; Usefulness **of** the conclusion	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalised statements made with scant evidence. Conclusions lack relevance.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions and recommendations, where relevant	Evidence of some good logical, analytical thinking and synthesis. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions and recommendations, where relevant	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions / recommendations.	Thoroughly logical work, supported by evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong, persuasive, conclusions, justifiable recommendations.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions
2. Understanding and Application of Theories: Appropriate use of relevant theoretical framework.	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Evidence of Additional Reading Research informed literature. Appropriate use of references and quotations; Use of supporting evidence.	Limited or no evidence of additional reading Little or no appreciation of the subject matter and/ or context of the piece.	Rudimentary application of additional reading but without consideration and competence. Flawed understanding of subject matter and/or the context	An adequate awareness and mostly appropriate application of additional reading. Basic appreciation of subject matter and / or the context.	A good and appropriate application of additional reading. Good appreciation of subject matter and the context, with some use of examples, where relevant.	A very good application of a range of additional reading. Very good consideration of the subject matter and context with perceptive use of examples, where relevant. Evidence of some independent thinking.	An advanced application of a range of additional reading. The subject matter and context of the piece is well considered, with extensive use of relevant examples. Independent thinking extends beyond established ideas.	Outstanding levels of application of a range of additional reading resulting in assimilation and development of Independent thinking beyond established ideas.
4. Style and Presentation: Fluency of writing; Spelling/grammar/punctuation; Presentation; Degree of conformity to required word limit	Writing is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Writing is poorly planned and/or not suitable for the audience. Poor independent initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have some inconsistencies. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Work is coherent and fluent and is well structured and organised.	Can communicate with clarity and confidence in a suitable format. Work is coherent, very fluent and is very well presented.	Can communicate to an exceptionally high standard. Work is exceptionally coherent and demonstrates excellent lucidity.
5. Academic and professional skills Include all references and give credit to authors on whose research your work is based. Append to your submission.	Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	Views and findings supported by a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Views and findings supported by research-informed sources, including some sources retrieved independently. Referencing conventions mostly consistently applied.	Views and finding supported by relevant and credible sources, many retrieved independently. Very good use of referencing conventions, consistently applied.	Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.