

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA/MArts Humanistic Counselling Practice		
Module:	Practicum 3		
Module code:	ECHC6004	Contribution to Overall Module Assessment (%):	50% Assessment 1 of 3
Lecturer:	Ruth Groff	Internal Verifier:	Bev Cole
Assignment Title:	Assessment 1 Practical: Skills Recording	Word count (or equivalent):	50 minutes
Submission deadline:	Tuesday, 09.03.21 ONLINE RECORDING	Return date of provisional marks & written feedback:	27.04.21
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable):		

	Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.

**Module Learning Outcomes
(from module syllabus)**

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Reflectively apply learning from the course, in order to complete required hours of counselling, within an appropriate placement agency.
- Work at an appropriate level within professional body guidelines, and maintain appropriate relationships with all stakeholders.
- Critically appraise own ability to work in a suitable supervised counselling placement, and develop own model of practice which is safe and ethical.
- Meet assessment of readiness to practise criteria, including making appropriate modifications to own practice when advised appropriately to do so by tutors, supervisors and mentors.

TASK DESCRIPTION

Assessment Component 1: Component weight - 50%

Assessment Task:

Professional Skills Recording (50 minute)

- Record a fifty-minute session of counselling work with another student who will be your client for the assessment.

Within this session, you will need to:

- Form and maintain a therapeutic relationship with your client, working at relational depth
- Manage a safe and effective therapeutic counselling session with a client
- Demonstrate that you can work competently, ethically and safely
- Manage an effective therapeutic counselling session.
- Maintain safe boundaries, and work within an ethical framework - BACP
- Apply therapeutic theory and interventions compatible with the theoretical orientation of the programme.
- The recording must not be edited

Submission Details: Recording to be submitted via an online platform

Please read the additional guidance below

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

STUDENT FEEDBACK FORM

This form will show the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

The following specific assessment criteria have been developed for psychotherapy practice assessments. They have been adapted from the evidence based framework, 'The competences required to delivery effective Humanistic Psychological Therapies' by Roth et al., available in their full version at: <https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/core/competence-frameworks-4>

The competencies have been developed as clinical guidelines, adopted and applied by the NHS through the CORE measurement process: (www.ucl.ac.uk/CORE/)
Copies of the four major areas of competencies are available on Moodle and will form the basis of therapeutic practice.

NB In the event that the student does not demonstrate appropriate safety and awareness of possible risk with the 'client', the University's 'Fitness to Practice' Policy (2019-20) may be invoked.

Assessment Criteria	Marks available	Marks awarded
The assessment criteria more fully explain the requirement of the learning outcomes. <i>Meet assessment of readiness to practise criteria, including making appropriate modifications to own practice when advised appropriately to do so by tutors, supervisors and mentors.</i>		
1. Working with the whole person and maintaining a client centred stance.		
including: - An ability, when working with clients, to maintain a holistic perspective (recognising the integral nature of intrapersonal, interpersonal, contextual, cultural and spiritual aspects of the person) - An ability to take fully into account the clients' cultural and social context in order to empathise with their frame of reference - An ability to balance any tensions between the maintenance of the therapeutic relationship and the achievement of therapeutic tasks - An ability to maintain a balance between directive and non-directive dimensions of the therapeutic process		

- An ability for the therapist to adopt an accepting and non-judgmental attitude towards the client while acknowledging their feelings for, and reactions to, the client)

Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 84-100%
Little or no evidence of the ability to maintain a holistic perspective. Lacking in cultural and social context Major gaps in ability to balance the therapeutic relationship and therapeutic tasks. Major gaps in ability to balance interventions in the therapeutic relationship. Major gaps in acknowledging own process in the therapeutic relationship	Poor evidence. Inconsistent holistic perspective. Poor evidence of social and cultural context. Gaps in ability to balance the therapeutic relationship and therapeutic tasks. Gaps in ability to balance interventions in the therapeutic relationship. Gaps in acknowledging own process in the therapeutic relationship.	Limited engagement with and no skilful holding of the holistic perspective Cultural and social considerations limited Limited ability to balance the therapeutic relationship and therapeutic tasks. Limited ability to balance interventions in the therapeutic relationship Limited ability in acknowledging own process in the therapeutic relationship.	Some ability to work holistically and some recognition of cultural and social markers. Ability to balance the therapeutic relationship and therapeutic tasks. Ability to balance interventions in the therapeutic relationship. Ability in acknowledging own process in the therapeutic relationship.	Sound ability to recognise and work with a holistic position, including cultural and social context. Good ability to form and maintain therapeutic relationship whilst demonstrating a balance of the therapeutic relationship and therapeutic tasks. Good ability to balance interventions in the therapeutic relationship. Good ability in acknowledging own process in the therapeutic relationship.	Ability to engage effectively in depth with the holistic position and work with advanced interventions to support cultural and social context. Excellent ability to form and maintain therapeutic relationship whilst demonstrating a balance of the therapeutic relationship and therapeutic tasks. Excellent ability to balance interventions in the therapeutic relationship. Excellent ability in acknowledging own process in the therapeutic relationship.	Ability to engage significantly and effectively to a significant depth, in supporting the holistic position, whilst working with complex social and cultural context. Exceptional ability to work at depth and complexity to form and maintain therapeutic relationship whilst demonstrating a balance of the therapeutic relationship and therapeutic tasks. Exceptional ability to balance interventions in the therapeutic relationship. Exceptional ability in acknowledging own process in the therapeutic relationship

2. Maintaining safety in the therapeutic relationship

including:

- An ability to balance the maintenance of a client-centred stance with the need to attend to issues of client safety and risk

Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 84-100%
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Inappropriate behaviour putting safety of the client at risk	Concern regarding action taken, showing lack of awareness referred to fitness to practice, ethical and professional standards.	Bad judgement exercised referred to fitness to practice and ethical and professional standards.	Appropriate ability demonstrated in maintenance of a client-centred stance and attention paid to ethical and legal considerations when considering safety and risk.	Sound ability demonstrated in maintenance of a client-centred stance and attention paid to ethical and legal considerations when considering safety and risk.	Excellent ability demonstrated in maintenance of a client-centred stance in working at depth whilst attending to ethical and legal considerations when considering safety and risk.	Exceptional ability demonstrated in maintenance of a client-centred stance in working at depth with complex issues whilst attending to ethical and legal considerations when considering safety and risk.
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3. Maintaining psychological contact

including:

- An ability to establish and maintain psychological contact with the client at both explicit and implicit levels

Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 84-100%
Limited or no ability to establish and maintain psychological contact No holding of client process.	Rudimentary ability to establish and maintain psychological contact Limited holding of client's process.	Some, but inconsistent ability to establish and maintain psychological contact Inconsistent holding of client process	An appropriate ability to establish and maintain psychological contact and to consistently hold client's process.	A very good ability to establish and maintain psychological contact and very good ability to hold client process.	An advanced ability to establish and maintain psychological contact Ability to deeply hold clients process.	Exceptional ability to establish and maintain psychological contact Ability to deeply hold client's process whilst working with complex needs.

4. Capacity to balance therapeutic tasks

including:

- An ability to balance the need for warmth and acceptance with the need to be congruent and transparent with clients
- An ability to attend to both process and content in the therapeutic relationship
- An ability to balance emotional arousal with the need for understanding and meaning making in the therapeutic relationship
- An ability to balance levels of support and challenge in the therapeutic relationship
- An ability to judge when it is appropriate to introduce methods that encourage active emotional expression
- An ability to hold in mind and to monitor the client's emotional needs and capacities when devising and undertaking therapeutic tasks

Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 84-100%
Limited or no ability to balance congruence and transparency; process and content;	Rudimentary ability to balance congruence and transparency;	Some, but inconsistent ability to balance congruence	An appropriate ability to balance congruence and transparency;	A very good ability to balance congruence and transparency;	An advanced ability to work in psychological depth whilst demonstrating	Exceptional ability to work in psychological depth with complex issues whilst balancing congruence and

Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work	process and content; Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work	and transparency; process and content; Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work	process and content; Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work	process and content; Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work	balancing congruence and transparency; process and content; Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work	transparency; process and content; Support and challenge Or make meaning from emotional arousal; show appropriate judgement in interventions; Judgement in client's ability and readiness to work		
5. Working with complex relational issues								
Including: • An ability for the therapist to maintain a sense of their own separate reality and experience while maintaining an awareness of the ways in which clients may draw them into particular patterns of relating • An ability to relate to the client on multiple levels: • in the "real" relationship, constructed through the meeting of two individuals • in the therapeutic alliance, where therapist and client work collaboratively • in the transference relationship, exploring the client's past								
Fail 0-29%	Marginal Fail 30-39%	Satisfactory 40-49%	Good 50-59%	Very Good 60-69%	Excellent 70-84%	Exceptional 84-100%		
Limited or no ability of the therapist to maintain a sense of their own separate reality Nor an ability to relate to the client on multiple levels Nor work with complex relational issues	Rudimentary ability for the therapist to maintain a sense of their own separate reality Rudimentary ability to relate to the client on multiple levels Rudimentary ability to work with complex relational issues	Some, but inconsistent ability of the therapist to maintain a sense of their own separate reality Some but inconsistent ability to relate to the client on multiple levels Some but inconsistent ability to work with complex issues	An appropriate ability of the therapist to maintain a sense of their own separate reality An ability to relate to the client on multiple levels An appropriate ability to work with complex relational issues	A very good ability of the therapist to maintain a sense of their own separate reality An ability to relate to the client on multiple levels An ability to work with complex relational issues	An advanced ability of the therapist to maintain a sense of their own separate reality An ability to relate to the client on multiple levels An ability to work with complex relational issues	Exceptional ability of the therapist to maintain a sense of their own separate reality An ability to relate to the client on multiple levels An ability to work with complex relational issues		

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Assessment 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 week late (40% Max)		
	Over 1 week late (0%)		

