

BACHELOR'S DEGREE ASSIGNMENT SPECIFICATION

School of Social Justice and Inclusion

Programme: BA Hons Counselling Skill and Interdisciplinary Studies

<u>Provisional Mark</u> <i>All marks are subject to moderation and scrutiny by External Examiners</i>	%
---	----------

For Completion by Students

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

Student Number:		Student Name:			
Lecturer:	Ruth Groff	Internal Verifier:	Counselling Team Member/Catherine Slade		
Module Code No:	M5X00961	Module Title	Applied Mental Health and Advocacy		
Module Weighting:	40%	Module Type:	Practical Skills	Assessment No:	2 of 3
Question Title:	This is a video recording of a total of two (10 minute) recordings that demonstrate advocacy skills utilising case scenarios. To submit video recordings via USB stick or a CD rom disc. Further guidance will be provided within class. FURTHER GUIDANCE: Please anonymise names and seek permission within the recordings. Both individuals need to be view within the recordings.				
Hand-out Date	4/10/2016	Submission Date	10/01/2018 TUESDAY HAND-IN DATE	Return Date	07/02/2018

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.	10/01/2018 (midday, 12pm)				
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.	<table border="1"> <tr> <td>YES</td><td>X</td></tr> <tr> <td>NO</td><td></td></tr> </table>	YES	X	NO	
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 Outcomes¹ (from module syllabus)							
<i>This submission is . . .</i>	<i>Outright Fail 0-29%</i>	<i>Un-satisfactory 30-39%</i>	<i>Adequate 40-49%</i>	<i>Good 50-59%</i>	<i>Very Good 60-69%</i>	<i>Excellent 70-79%</i>	<i>Exceptional 80-100%</i>
1. Determine, adapt and use appropriate methods and skills.							
2. Take responsibility for and exercise the necessity to keep information about clients confidential within the limits of the duty of care.							
3. Exercise autonomy and judgment in the application of ethical principles, values and moral concepts inherent within mental health.							
4. Exercise autonomy judgment in the application of individualised care and treatment within the Mental Health field to combat discrimination and social exclusion.							
5. Employ appropriate academic conventions in the production and presentation of work							
Feedback							
<i>This submission is . . .</i>	<i>Outright Fail 0-29%</i>	<i>Un-satisfactory 30-39%</i>	<i>Adequate 40-49%</i>	<i>Good 50-59%</i>	<i>Very Good 60-69%</i>	<i>Excellent 70-79%</i>	<i>Exceptional 80-100%</i>
Use counselling skills ethically and safely Demonstrating an ability to work safely within the students level of competence; showing awareness of ethical requirements.							
Establish and sustain the boundaries of the helping role Use of appropriate boundaries within the helping relationship; effective communication of such boundaries.							
Work empathically as a helper: Demonstrating the ability to form a helping relationship; showing the skills of empathy through listening and appropriate intervention.							
Use self-awareness in helping work Evidence reflection on own process; increasing self-awareness, appropriate self-disclosure.							
Use a range of counselling /helping skills to facilitate the helping interaction Demonstrating a range of interventions appropriate to the client's need.							

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

This box will expand as you type

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. Use counselling skills ethically and safely Demonstrating an ability to work safely within the students level of competence; showing awareness of ethical requirements	Skills work demonstrating unsafe practice, without awareness of the client's needs. No reference to ethical practice or understanding of working safely	Some evidence of safe practice, but lack of awareness of the client's needs. Little reference to ethical practice or understanding of working safely	Evidence of some safe practice, with some awareness of the client's needs. Some reference to ethical practice and understanding of working safely	Evidence of some good skills work demonstrating some safe practice, some awareness of the client's needs. Some good reference to ethical practice or understanding of working safely	Very good skills work demonstrating very good safe practice, with awareness of the client's needs. Very good reference to ethical practice and demonstrating a very good understanding of working safely	Highly commendable skills work. Demonstrating excellent safe work. Focusing and addressing client's needs. Excellent awareness of ethical considerations	Exceptional skills work, showing exemplary safety work with a client; demonstrating exceptional awareness of ethical issues within the relationship
2. Establish and sustain the boundaries of the helping role Use of appropriate boundaries within the helping relationship; effective communication of such boundaries	Skills work demonstrating no ability to maintain boundaries within the helping relationship; no ability to communicate this effectively	Skills work demonstrating little ability to maintain boundaries within the helping relationship; little ability to communicate this effectively	Skills work demonstrating some ability to maintain boundaries within the helping relationship; some ability to communicate this effectively	Good skills work demonstrating the ability to maintain boundaries within the helping relationship; demonstrating good ability to communicate this effectively	Very good skills work demonstrating ability to significantly maintain boundaries within the helping relationship; significantly demonstrating the ability to communicate this effectively	Highly commendable skills work demonstrating excellent ability to significantly maintain boundaries within the helping relationship; excellently demonstrating the ability to communicate this effectively	Exceptional skills work demonstrating exceptional ability to significantly maintain boundaries within the helping relationship; excellently demonstrating the ability to communicate this effectively.
3. Work empathically as a helper: Demonstrating the ability to form a helping relationship; showing the skills of empathy through listening and appropriate intervention.	Skills work demonstrating no empathic ability; unable to form a helping relationship, no evidence of the skills of empathy	Skills work demonstrating little empathic ability; little to form a helping relationship, little evidence of the skills of empathy	Skills work demonstrating some empathic ability; some ability to form a helping relationship, some evidence of the skills of empathy	Skills work demonstrating good empathic ability; good skills in forming a helping relationship, good evidence of the skills of empathy	Very good Skills work demonstrating very good empathic ability; very good ability to form a helping relationship; very good evidence of the skills of empathy	Highly commendable skills work demonstrating excellent empathic ability; demonstrating excellent skills in forming a helping relationship, excellent evidence of the skills of empathy	Exceptional skills work demonstrating significant skills; exceptional skills at forming a helping relationship, exceptional evidence of the use of the skills of empathy
4. Use self-awareness in helping work Evidence reflection on own process; increasing self-awareness, appropriate self-disclosure	Skills work lacks evidence of reflection on own process; lacks evidence of increasing self-awareness and appropriate self-disclosure	Skills work shows little evidence of reflection on own process; little evidence of increasing self-awareness and appropriate self-disclosure	Skills work shows some evidence of reflection on own process; some evidence of increasing self-awareness and appropriate self-disclosure	Skills work demonstrating evidence of reflection on own process; demonstrating evidence of increasing self-awareness and appropriate self-disclosure	Very good skills work demonstrating evidence of reflection on own process; very good demonstration of increasing self-awareness and appropriate self-disclosure	Highly commendable skills work demonstrating excellent evidence of reflection on own process; excellent demonstration of increasing self-awareness and appropriate self-disclosure	Exceptional skills work demonstrating high quality evidence of reflection on own process; exceptional demonstration of increasing self-awareness and appropriate self-disclosure

5. Use a range of counselling /helping skills to facilitate the helping interaction Demonstrating a range of interventions appropriate to the client's need	Lacks evidence of range of interventions appropriate to the client's need	Little evidence of range of interventions appropriate to the client's need	Some evidence of range of interventions appropriate to the client's need	Skills work demonstrating evidence of a range of interventions appropriate to the client's need	Very good skills work with evidence of range of interventions appropriate to the client's need	Exceptional evidence of range of interventions appropriate to the client's need	Outstanding evidence of range of interventions appropriate to the client's need
---	---	--	--	---	--	---	---