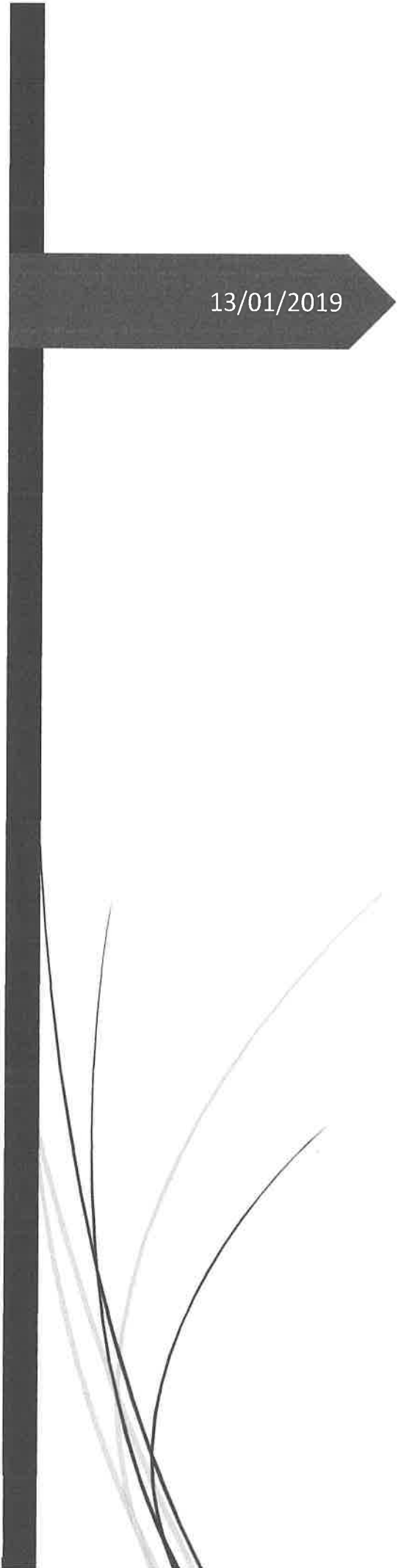




13/01/2019

Concepts of Teaching and Learning

Sharon Langford

Sharon langford

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Postgraduate Certificate in Education (PGCE) (PCET)		
Module:	Concepts of Teaching and Learning (CTL)		
Module code:	M7X02281 / PCET7001	Contribution to Overall Module Assessment (%):	100%
Lecturer:		Internal Verifier:	
Assignment Title:	Course Design	Word count (or equivalent):	6,000 words
Submission deadline:	INSERT DATE	Return date of provisional marks & written feedback:	INSERT DATE (within 20 term-time days)
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.) 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)

1. Analyse and assess the curriculum model(s) in which their teaching takes place.
2. Examine a range of learning theories in relation to effective teaching and learning
3. Design a learning programme including an accompanying scheme of work, appropriate teaching and learning and assessment strategies and programme evaluation.
4. Critically evaluate the relationship between learning theories and the subject discipline.

Student Self Evaluation Form

Student name:	Sharon Langford	Student number:	P 1705084
Programme:	Post Certificate in Education Level 7	Year of programme	part time Year 2
Assignment Title:	Concepts of Teaching and Learning		

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your grade. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER		PASS		MERIT	DISTINCTION	
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☒	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
Well informed literature - Writing a very good understanding of Learning theories Used in my teaching practice.	Academic writing

Student's Name	SHARON LANGFORD	Date	12-01-2019
Student's Signature	S. Langford		

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3. Scheme of Work
4. Academic critique of teaching and learning strategies
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Sharon Langford
Investigate the curriculum

Introduction

This assignment is divided into two parts, the first section addresses the philosophical approaches set within the higher education curriculum, evaluating the strengths and weakness of the product, process and Utilitarian technocratic vocational models. The second part of the assignment investigates the counselling and communication module within the health and social care curriculum that I am teaching on.

The term curriculum is at the centre of education with the emphasis on what type of 'knowledge' should be taught. Neary (2002) points out that pinning down just one definition of what is the curriculum is an impossible task to satisfy everyone. Marsh (2009) compares the term curriculum to what is really like a race course, where school curriculum learners have to pass subjects which are likened to hurdles, of passing set targets in order to achieve the end goal, which is a behaviourist module curriculum. Whereas Jenkins and Shipman (1976a) sum up both the teacher and learner's view, "A curriculum is concerned with pre-requisites (antecedents, intentions), with transactions (what actually goes on in classrooms as the essential meanings are negotiated between teachers and taught and worthwhile activities undertaken), and with outcomes (the knowledge and skills acquired by learners, attitude changes, intended and unintended side effects, etc)" (p5).

Peach (2010) affirms that the higher education curriculum was reframed from its liberal emphasis to a utilitarian vocational and functional curriculum in order to benefit the productivity skills within the economic work place. It is not just knowledge that permeates through the curriculum, Greene (1983) implies that there is a hidden curriculum within main curriculums that communicates messages by organisations on social attitudes, beliefs and moral behaviours. Similarly, King and Mayhew (2002) note that the hidden curriculum offers higher education learners key life transitions and decisions relating to a moral component. Philip Jackson (1968) the inventor of hidden curriculum proposes that the hidden curriculum reproduces basic structures of culture.

There are numerous philosophical approaches that construct the higher education curriculum framework which includes Toohey's (1999) five: the 'traditional' disciplined base of knowledge which corresponds with Ross's (2000) academic/classical humanistic model, the

‘performance’ which is systems based and corresponds to Ross’s utilitarian vocational, ‘cognitive’, ‘personal’ relevance which is experiential and is equivalent to Ross’s progressive model and ‘socially critical’. However, Marsh and Willis (2007) claim that the curriculum can be divided into just three levels, the ‘planned curriculum’, the ‘enacted curriculum’ and the ‘experienced curriculum’.

The planned curriculum also known as the official curriculum is made up of subject knowledge, well defined goals, measurable learning objectives and valid assessments associated with the Product model used in curriculum building. The product and process model sit on either ends of the spectrum to each other when it comes to building a curriculum. The product model is associated with the behaviourist learning objectives, exam methods of assessment, the recall of information and an end product. The product model appeared in the earliest 20th century with the works of Bobbit who recognised that the education systems could be broken down into a series of objectives to learn and skills like that of the industry. Strengthening the product model was the work of Tyler (1949) who was responsible for building onto the product model along with Bloom (1965) with his theoretical domains of learning and learning objectives. Campbell (2006) indicates that the planned curriculum is perceived as the ‘curricular authority’ linking its importance to the standardized curricular guidelines. Similarly, Pinar (2012) states the planned curriculum is an examination driven curriculum because politicians have taken control and relate student’s performances on standardized examinations. Reece and Walker (2007), highlight the positives of the product learning objectives within a curriculum; which enables the teachers to have a clear framework which provides good standards, whilst giving students direct observable targets and is a reliable system which is still utilised in educational curriculums today.

A current issue arising with the official curriculum noted by Kennedy (2005), is the increasing gap between what the politicians think the schools should teach (knowledge) and the real-world knowledge. This is due to the increase in accessible information outside of the classroom by learners with technology. Knight (2001) also observes the limitation of the outcome led curriculum stating that it focuses on the ends rather than a means approach to learning. Weakness to the product model noted by Neary (2002) are; the model discourages creativity for the teacher and learner because it is too subject and exam bound, it is difficult to write satisfactory objectives for higher levels or learning.

Opposing the Product model are Peters (1966); who subscribes to the humanistic learning approach within the process model, and feels very strongly that education should be seen as a way to live. Peters (1996) philosophy of education is; “Education is personal and intrinsic to each individual and cognition develops as a result of transformation” (p59), therefore curriculums should not conceptualize education to a series of measured activities. Null (2011) like Freire (1972) agree with Peters, that the curriculum “needs to be a liberating path that leads to humanization”, (Null 2011. Pxv1). Aligning to Peters humanistic view on learning is that of Lawrence Stenhouse who felt that learners should be liberated from the learning objectives of the teacher’s intentions and social policy makers. Stenhouse (1975) advocated that learning through genuine enquiry utilising the higher cognitive skills of analysing the aim and content of their curriculum and developing objective views through a variety of lenses enriched the students learning and this meant that the teaching style should support the exploration of evidence rather than be instructional which he facilitated through his (1967) humanities curriculum project. The process model objectives focus is on the learning experience rather than an ends goal, reflection, discussion, communication skills, problem solving skills, personal qualities, attitudes and practical knowledge. Both Neary (2002) and Reece and Walker (2007) suggest some disadvantages of the process model are; the neglect of appropriate content and the difficulty in applying the approach to certain subject areas.

I am teaching a counselling and communication module worth 20 credits on a full-time, level four certificate in nursing studies, a pathway course within the health and social curriculum based at a local university. The target student group has a wide age gap between 18-55 and there is a tendency for the cohort to be female with the majority of students being Welsh and British. There is also a diverse range of socio-economic and ethnicity within each cohort and level. The curriculum offers the development of skills needed in the health and social care sector linking with a strong element of employability. The curriculum is primarily constructed around student-centred learning, and comprises of both the process and utilitarian technocratic vocational models, incorporating a variety of structured lessons, lectures and workshops along with tutorials in small groups or one to one and work place practice. Akpan (1999) views the utilitarian model as a bridge between education and the labour market underpinning the importance of both the individual’s choice of career and economic growth. The models build in analytical skills, knowledge, critical thinking and practical experience.

Bobbit (1918) maintains that the curriculum should be designed in order to serve economic communities. So how does nursing studies within the health and social higher education

curriculum fit into the social economic need in Wales and the UK? According to the Welsh Government (2016) the number of nurse training places will increase by 10% in 2016-2017 due to a £85 million investment package. The Welsh Government (2016) states that, “the funding will enable 2,697 new students to undertake training programmes in 2016-2017 compared to 2,498 in 2015-16”. This year the university has seen a 50 % increase in students applying for nursing studies with 37 students applying last year and this year they have a cohort of 75 students. Kings fund (2016) note that the NHS employs 1.4 million people and, in an NHS, (2016) report, the NHS states that they currently offer more than 350 careers within the health service this alone concludes that there is a social demand for nursing training within the higher educational curriculum.

In conclusion, it is clear that the curriculum is constantly a live model, working document, subject to change. Back in Young’s (1998) book on ‘future curriculum planning’, the IPPR proposes for a unified style curriculum in the future between the academic and vocational curriculums with a variety of theoretical and experiential modules, so not separating young people between academic and skills based but united both academic writing and skills preparing them for a new globalisation economy. This still aligns with Ediger (2018) who illustrates it is essential that the curriculum includes the necessary knowledge and skills that are required for the workplace, so that the whole purpose of the curriculum is to prepare students moving upwards in a mobile society. A more recent proposal by Tilbury and Ryan (2013) is to place ‘learner empowerment’ at the centre of curriculum development with flexible pedagogies, highlighting the importance of belonging, Social learning, future facing education and crossing boundaries. It is clear to see that social economics are changing and therefore the curriculum needs to change to educate people in order to meet the new economic demands.

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Sharon Langford

Design of a ten-week learning programme

Introduction

This aim of the ten-week communication and counselling skills module within both the nursing studies and health and social care programmes is to impart the necessary knowledge and critical understanding of the impact of the different forms of counselling skills, communication delivery within the health and social care environments.

Learning programme

This is a focused ten-week counselling and communication module delivered to both level 4 nursing studies and health and social care programmes. The module comprises of three counselling theories which the learners will compare and contrast, explore ethical codes of practice and demonstrate counselling skills used in communication. Each week consists of a one-hour lecture on theory follow by a one-hour practical tutorial session. The two-hour lessons are designed to integrate the counselling theory skills into practical use of skills with the use of role-play and case studies for the learners to build their communication skills, interpersonal skills and confidence which they can deploy into their work place practice.

Target audience

Adults wide ranging from the age of 18-55 wishing to work in the health and social care sectors. Communication is integral to the nurse-patient relationship and the Department of Health (2012) state that communication is one of the six fundamental values of nursing identified by the governments strategy to deliver high quality compassionate care. Likewise, Bramhall (2014) recommends effective communication is central to team work. The Welsh government in (2016), proposed a 10 % increase in nursing training places due to an £85 million investment package which increases 2,697 new students to undertake training programmes. All of the above conclude that there is a need at present for a counselling and communication module within a nursing and social care programmes.

Learning outcomes

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

- Explore how communication skills are used in health and social care and the various factors influencing these processes
- Understand how theoretical perspectives apply to counselling work in health and social care and to be able to demonstrate appropriate skills in a counselling interaction
- Understand how boundaries and ethical codes are applied in counselling work in health and social care.

Cross cutting themes

One of the major cross cutting themes in this module is communication. Supporting the importance of communication is Casey and Wallis (2011), who assert that one of the most basic goals in nursing is for staff to communicate effectively with patients and staff. Equally the Department of Health (2010) propose staff should communicate effectively with each other to ensure continuity, safety and quality of health care for all. The learners will have plenty of opportunity for interpersonal and communication skills within the tutorial lessons.

Literacy skills are embedded in each lesson with reading and writing along with academic written assignments. Oracy skills used within the tutorial role-play sessions develop a professional pattern of speech which can be utilised in the work place. The learners work in groups encouraging inclusivity and developing team working skills.

Digital Literacy is implemented by the students videoing their role-play sessions. The module offers equal opportunities of inclusion and learning regardless of race, gender, age, religion and belief, sexual orientation, marital status or disability.

The use of Moodle with online resources cuts down on paper therefore reducing unnecessary resources promoting sustainability as aligned with Education for Sustainable and Global

Citizenship (2017). The online resources can be updated with minimal disruption and saved for further lectures.

Learning Strategies

The module encompasses a variety of lectures, tutorials, review of articles, application to case studies, media resources, presentations, seminars, group discussions. The allocated teaching delivery is 60 hours with 140 hours as independent learning.

The conceptual and theoretical material is suited to key note lectures delivered by PowerPoint and supported by follow on tutorials. All theory lectures are posted on the group's Moodle page the day before so learners can review what is to be learnt in the next session or used to catch up if they are unable to attend. The advantages of the virtual learning environment of Moodle suggested by Reece and Walker (2007); is that it is a secure place to upload resources such as theory, assignment tasks, reading lists and notes. Learners have access to the learning environment at any time and can review the PowerPoint lectures to revisiting information needed for assignments. It is a great communication tool where emails are used for the lecturer to relay information out to the students prior to the lesson.

A lecture theatre is the learning environment to accommodate 75 nursing students with the teaching aid of a PowerPoint. A blend of cognitive and behaviourist style of teaching is chosen because of the learning theories ability to deliver the counselling theory knowledge in a structured way to a large group of students. Arranging the material to be broken down in to steps helps the learners take on small amounts of information at a time, along with recapping, the use of question and answers and feedback re-enforces the learning. Clear behaviourist learning outcomes at the beginning of the PowerPoint provided the learners with focused learning goals that they can link with at the end of the session when the learners are asked to list key underpinning theoretical knowledge. Roblyer and Doering (2014) champion the ability of the PowerPoint to breakdown information, thus benefiting the analytical learner. Equally Berk (2011) advocates the use of diagrams, YouTube video clips, pictures within a PowerPoint suggesting more learner engagement and emotional connection, therefore promoting deeper learning. The behaviourist approach lecture is teacher led working with a beginning, middle and end format. The students are passive with minimal interaction. The lecture also incorporates the cognitivist learning theory where students organise their knowledge to create

a mental pattern to what the knowledge material means to them. Throughout the lecture the counselling theories constantly relate to working with patients within the nursing sector. Bruner et al., (1956) observed that learners formulate hypothesis about rules of concepts. Throughout the lecture theory learners had the opportunity to explore their current thought patterns and assimilate new knowledge.

Within the tutorial sessions, learners have the opportunity to present individually or in small groups delivering the findings of research. Built into the tutorials are practical role-play counselling sessions with developmental feedback, reflection, debate and discussion. Cognitive, constructivist and humanistic learning theories are utilised within the tutorial sessions. The tutorial sessions are an experiential environment free from threat and learning is scaffolded to minimise learner's anxiety in performing role-play/simulation tasks. Vygotsky (1978) of the constructivism learning theory proposes that the process of learning new things is not about acquiring surface knowledge but how to make sense of it. Likewise, Merriam et al (2007), suggests that constructivist learning theory regard knowledge is being constructed when learners attach meaning to it. Promoting the learning strategies of role-play and simulation within the constructivist learning theory are Blackburn and Sadler (2003) and Brannan et al (2008) who claim role-plays and simulations provides the learners with a safe supporting place to practice a variety of skills without causing any harm to the patient through a genuine life like environment.

Cognitive learning theory is employed for the learners to develop a new professional language with the use of counselling skills. Nagowah and Nagowah (2009) suggest learners will organise a new style of speech into their memory building new neurological connections. Each week the learners build onto their verbal abilities using counselling skills.

Bradley (2006) recognising the benefits of using debriefing after a simulation experience enabling the learner's opportunity to recall the session, reflect on what has occurred and review what has been learned from the experience. Similarly, Arafen et al (2010) maintain that debriefing is the most important experience of learning as it provides time for reflection. Kuk and Holst (2018, p151) 'highlight that reflection plays a mediation role between experience and learning'.

Assessment strategies

Within the ten-week lessons both formative and summative assessments are used. Advocating formative assessments are Black and William (1998) who assert that formative assessments are effective in both content knowledge and skills areas and imply that well-designed formative assessments can have a positive impact on student's learning. Supporting this theory is Madison-Harris et al., (2012) who highlight that formative assessments support students learning and aids the teacher towards the target instruction. Formative assessments monitor the learning process and identifies strengths and weakness in the learning. Williams (2006) conclude that formative assessments bridge up gaps between student's current status of what they have learned and the target learning.

Direct observation is used as a formative assessment from the behaviourist learning theory to observe the learners counselling and communication skills performance within the role-plays. Andrew and Harris (2017) indicate the importance of outlining clear expectations and professional competencies to the learners beforehand. The counselling skills are written on the whiteboard and the learners have a tick sheet handout to follow.

Cognitivist theorists Dewey and Bruner propose knowledge is a process not a product. In the debriefing section of the tutorial, developing feedback and self-assessment from the cognitivist learning theory is used to feedback and supporting the students learning. Nicol and MacFarlane (2006) outline that feedback needs to be relative to the criteria, provide the right feedback where the learners have the opportunity to use it again, prioritize certain areas for improvement and the learner needs to understand the feedback and the gap it is describing. Feedback is given by the lecturer and peers with the clear opportunity for the learners to reflect. Reflection in the tutorial sessions provide the learners with a self- evaluation assessment which is applied after the counselling skills role-play. Sadler (1989) advocates that self-assessment and peer feedback used in discussions can enhance the learner's cycle of learning by adjusting their understanding and opinions from other learners. Falichov (2001) also concurs that when peer feedback is given it shows the learners understanding of the subject and criteria.

Questions and answers as a learning tool are used as both formative and summative assessments. Two different styles of questions are employed throughout both lectures and tutorials. The behaviourist style, where recapping and recalling information are continually applied throughout and the cognitivist style of open-ended questions are used to engage learners to use critical thinking skills. Atkins et al., (1993) observe how the questioning

framework has shifted beyond learning from the behaviourist theory of recalling facts to a cognitivists view which allows the learners to explore their understanding through open-ended and Socratic styles of questioning which led to rich discussions demonstrating the learners understanding.

Evaluation techniques

Assessment one is in two parts:

1. A practical demonstration of a ten-minute video simulation of a counselling session.
2. 1,000 word supporting paper critiquing the use of counselling skills used in the video. This counts for 50% of the mark.

This type of assessment is designed to use critical thinking skills and synthesis to illustrate the learners' knowledge of understanding of when and how to use counselling skills in the work place.

Assessment two is a 2,000 word written assignment, comparing and contrasting three counselling theories and their use within the nursing sector. This counts for the remaining 50%. Summarising 50% course work and 50% practical.

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Appendix:

- 1. Indicative Content**
- 2. Counselling and Communication curriculum**
- 3. Assignment one assignment and task description**
- 4. Assignment two assignment and task description**

Course Design: General Overview

Purpose of the course:	Build in necessary knowledge and critical understanding of the different forms of counselling skills, communication within health and social care
Target audience:	Adults 18-55 years old
General overview:	Explore how communication skills are used in health and social care and are able to demonstrate appropriate skills in a counselling interaction Understand how boundaries and ethical codes are applied in counselling work in health and social care
Location:	Business Campus UWTSD
Time:	Tuesday 9-1 pm
Teaching strategies:	Lecture and Tutorials
Resources:	PowerPoints, Whiteboard, Handout, Video equipment
Assessment strategies:	Formative and Summative
Evaluation techniques:	Video critique, supporting paper, 2,000word assignment
Appendices included:	2 Tasks level 4 Assessment Specification, Guidance for Students, student evaluation, curriculum

Scheme of Work for



Programme Title: Counselling and Communication	Venue: Business Campus	Lecturer: Sharon Langford
Hours per week: 4	Day/Time: Tuesday 9-1 pm	Number of Weeks: 10 weeks
Aims: • Necessary knowledge and critical understanding of the impact of the different forms of counselling skills, communication and information technology within the health and social care and its importance for effective service delivery. Module Outcomes: • Explore how communication skills are used in health and social care and the various factors influencing these processes • Understand how theoretical perspectives apply to counselling work in health and social care and be able to demonstrate appropriate skills in a counselling interaction • Understand how boundaries and ethical codes are applied in counselling work in health and social care		

Promoting Effective Teaching, Learning and Assessment

Week number	Topic	Aims & objectives	Teaching and learning activities	Resources required	Assessment
1	- Lecture - Introduction to Counselling and Communication - Person-centred counselling - Humanistic	• List 6 concepts of Person-centred. • Define the term humanistic • What is phenomenology • Outline Carl Rogers' core conditions	PowerPoint In Lecture theatre	PowerPoint	Q & A Students: write a summary at the end of the lecture
1b	- Group Tutorial - Communication - Active listening - Soler	• Construct S.O.L.E.R • Define Active listening • Role play Active listening	Students-Role play attending and active listening.	PowerPoint Whiteboard	Observation & Developmental feedback Reflection
2.	Lecture - Person-Centred - Carl Rogers - Self -concept - Values and beliefs	• Identify what is self-concept • Students list their self-concepts • Describe what are values and beliefs	PowerPoint Lecture	PowerPoint	Q&A Interactive with self-concept Students write a summary at the end of lecture

2a.	Group Tutorial - Reflection and Paraphrasing	• Perform paraphrasing and reflection	Students role-play reflection & Paraphrasing	PowerPoint Whiteboard	Observation Reflection Developmental feedback
3.	Lecture - Psychodynamic - Freud - Conscious/Unconscious mind - Framework of personality ID EGO Superego	• Identify 3 domains in the mind • Define psychodynamic 3 parts of personality	Lecture	PowerPoint	Q&A Students write summary at the end of session link to learning outcomes
3a	- Group tutorial - Reflecting and paraphrasing	• Demonstrate role play using paraphrasing and reflection	Students – Role play reflection and paraphrasing	PowerPoint Students video recording material	Feed back Group discussion
4.	Lecture - Psychodynamic part 2 - Defence mechanisms	Recognise psychodynamic defence mechanisms • Denial • Repression • Projection	Lecture	PowerPoint	Q&A Students list examples of defence mechanisms

4a.	Group Tutorial - Styles of open-ended questions.	• Identify a variety of open-ended questions • Apply open ended questions	Students - Role play different styles of open-ended questions for the video.	PowerPoint Students video recording material	Observation Feedback Group discussion
5	- Lecture - REBT - ELLIS - ABC theory	• Outline the link of cognition-feel -Act • Discuss faulty schemas	Lecture Students choose a negative thought pattern and re frame the thought. Students write a summary at end of lecture of ABC theory	PowerPoint	Q&A Students write a summary of ABC theory at the end of the session listing benefits to patients
5a.	Group tutorial - ABC model	• Choose a faulty schema in the case study • Reframe thought patterns	Group work: Case studies Group discussion on ABC model	PowerPoint White board	Feedback to whiteboard Q&A

6	Lecture - Aaron T Beck - Cognitive behavioural therapy	• List benefits of ABC model with patients • Define Automatic Negative thoughts • Explore the processes between thoughts-feelings-behaviour • Select a Negative automatic thought and construct a new thought process.	Lecture Student work in pairs and list benefits of working with ABC model. Students compile a list of common Negative Automatic thoughts	PowerPoint	Q&A Students feedback answers
6a.	Group Tutorial - Barriers to listening	• Give examples of barriers to listening • Perform barriers of listening	Students work in groups to pair barriers to listening activity. Group discussion Students work in pairs role-play barriers to listening	Handouts Whiteboard	Q&A Student feedback to white board

7	Lecture - Ethics	• Identify values and principles working as a counsellor and in the nursing profession • Discuss values and principles	Lecture Group discussion on values and principles	PowerPoint	Group discussion Q&A Students list ethical principles
7a	Group tutorial - Feelings	• Compile a list of feelings to describe the emotions: • Anger • Sad • Fear • Happy	Group work compiling a list of feelings and Feedback answers	PowerPoint Whiteboard Handouts	Feedback to white board
8.	Lecture - Confidentiality - GDPR storing data protection - Informed consent	• Outline issues of breaching confidentiality • Define informed consent • List pros and cons of storing and sharing personal data.	Lecture Group discussion on confidentiality In pairs students list pros and cons of sharing and storing data.	PowerPoint Case study dilemmas	Q&A Group feedback

8a	Group tutorial - Role play counselling video for assignment	• Demonstrate counselling skills	Students role-play counselling skills		Observation Feedback
9.	Lecture - Role of Supervision - Continued Professional development	• Outline the purposes of supervision in counselling • Identify areas of continued professional development • Explain the benefits of professional development	Lecture Students in pairs list the purposes of supervision Group discussion the benefits of continued professional development	PowerPoint Interactive whiteboard	Q&A
9a.	Group tutorial - Role play counselling for video assignment	• Demonstrate counselling skills	Students role play counselling video for assignment		Observation Feedback

10.	Lecture - Recap three counselling theories	• Outline the main key concepts of three counselling theories. • Compare and contrast the three counselling theories.	Lecture Students work in pairs to write the main key concepts of theories and differences	PowerPoint Interactive whiteboard	Q&A Observation of Group discussion Group feedback
10a.	Group tutorial - Role play counselling video for assignment - Individual tutorial	• Demonstrate counselling skills	Students role play counselling skills		Observation feedback

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Indicative Reading List

- Bond, T. (2015). *Standards and Ethics for Counselling in Action*. London: SAGE Publications Ltd.
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- Nelson-Jones, R. (2012). *Basic Counselling skills: a helpers manual*. Thousand oaks: Sage publications.
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- Thompson, N. (2011). *Effective Communication: A Guide for the People Professions*. Basingstoke: Palgrave Macmillan.
- Tolan, J. (2012). *Skills in Person centred Counselling and Psychotherapy* (2nd ed.). London: SAGE.

Further reading

British Journal of Psychotherapy and Counselling
Mental Health Nursing Journals
Nursing standard Journals
Nursing times Journals
Nursing Ethics
British Medical Journal

Sharon Langford

Academic Critique of my teaching styles within a Ten-week counselling and communication module

Introduction

This assignment demonstrates a critique of a variety of learning theories, teaching strategies and learning environments utilised within a ten-week counselling and communication module. The first section of this assignment will evaluate the teaching strategies employed within a lecture theatre teaching seventy-five students on a level four nursing diploma. The second part of the assignment will explore and critique the use of learning theories within a structured follow-on tutorial workshop setting comprising of twenty students on a level four nursing diploma.

Throughout the history of education, psychologists have been developing theories on how the learner learns best. All learning theories seek to achieve change across the cognitive, affective and psychomotor domains. Harker (2009) proposes that there is not one learning theory that fits all learners as there are many learning theories that try to encapsulate learning. Wang (2012) agrees that people learn through a variety of modes such as research, self-reflection, observation of others and personal experiences. On the androgy learning spectrum you will find on one end is the humanistic learning theories with student- centred /self-directed learning which has been adopted within the western society of education and at the other end is the behaviourist learning style where Wang (2012) states that the teacher is merely an information transmitter and this style of learning is still the favourite style used in eastern education. All the other theories sit within the two.

A lecture theatre was the learning environment setting to teach seventy-five students on a level four nursing diploma, counselling and communication theories. Reece and Walker (2007) highlight the teaching strategy used in a lecture theatre is that of the behaviourist learning style depicting the teacher as active whilst the students learning is passive. This style of teaching and environment is effective in reaching a large number of learners whilst getting a large vast amount of information across to them, (Reece and Walker 2007). Taylor and Hamdy (2013) state that behaviourist theorists Thorndyke and Skinner propose that a stimulus in the

environment leads to a change in behaviour, the lecture theatre environment, myself as a facilitator and the structured PowerPoints offering visual and audio focus were the stimulus to lead the learners to a change in behaviour. The PowerPoints are detailed with colourful pictures, diagrams, video clips, hyperlinks, summaries, questions and reading lists. Rogers and Horrocks (2010), claim that despite the continual attacks on the behaviourist style it remains strong with its evidence that an external stimulus advocates learning responses. Schuman (1996), highlights the strengths of behaviourism, suggesting to deploy the behaviourism teaching strategy when delivering a new topic and setting learning objectives which illustrate focused clear goals that learners can respond too. Each lesson commenced with learning objectives allowing the learners to know what was required of them and the content of the session. Rogers (1996) notes that the behaviourist learning theory uses a step by step process of repetition to achieve desired results. Throughout the delivery of the PowerPoint lectures, repetition and recapping was implemented to embed key concepts linking continually to the assignments and learning outcomes. Questions were used throughout to check the learning and embed knowledge. At the end of the lesson the students were asked to list key concepts of the counselling theories and summarise important details linking to the learning outcomes. Nagowah and Nagowah (2009) note that even though it has been one of the strongest styles used in the last century, one of the major criticisms of behaviourism is that it cannot cater for all kinds of learners and there is a need for a blend of learning theories to reach all the learners at different stages of their learning development.

A Gestalt learning method was also employed within the PowerPoints which grouped similar things together with the use of diagrams which enable the learners to observe a psychological theory as a whole. Reece and Walker (2007) suggest that grouping things together allow students to understand patterns therefore assimilating the information into their own form of patterns. Rogers (1969) deriving from the humanistic perspective of learning, proposes that in order for a learning theory to be effective the learner has to have personal involvement including their feelings, cognitions and it has to have meaning to them. Rogers and Horrocks (2010) support that motivation to learn comes from within a drive to reach one's potential. The follow-on tutorial groups enabled the seventy-five students to be split into smaller groups encouraging group interaction and hands on practical counselling skills through the medium of role-play and a video simulation. Both Knowles (1978) and Dewey (1938) from the humanistic learning theories advocate experiential learning as a key part of learning.

A demonstration of paraphrasing and reflecting counselling skills in action was presented in a video format before the learners re-enacted the skills. Bandura (1977) from the social learning cognitivism theory proposes that people learn automatically through observing more so than Knowles and Dewey's theory on how people learn through experience. The outcome of the role-play sessions in the tutorial lessons using the counselling skills of reflection, paraphrasing, and open-ended questions enabled the learners to develop a professional language, respond empathically and ask effective open-ended questions.

The formative and summative assessment methods used in the tutorial sessions encompassed an array of learning theories. Roos and Hamilton (2005) suggest that formative assessments originated from the behaviourist theories with observation, positive reinforcements such as compliments, approval and feedback which were all utilised to assess the learner's counselling skills throughout a role-play simulation setting. Observation was used as a formative assessment and Andrews and Harris (2017) propose the importance of outlining clear expectations of professional competences and skills to the learners so they are aware of what they are being observed on. Clear prescriptive skills were written on the whiteboard for the learners to follow. Learners also had a sheet of paper with tick boxes to mark off the skills they used. According to Davies and Sumara (2003) developmental feedback arose out of constructivist theories in the 1930's /1940's with Vygotsky's (1934) scaffolding which was delivered by myself and peers. The main part of the summative assessment fell into the humanistic learning approach in the debriefing section, where each learner reflected upon their use of skills, linking the importance of the counselling skills of reflection and paraphrasing when communicating with patients in a nursing setting. Advocating the importance of debriefing are Morgan et al (2009) who consider debriefing after a simulation or role-play the most important part of learning, due to the nature of its reflective style of learning and Kuk and Holst (2018) state that experiential learning based around reflection is in fact another form of assimilating knowledge.

The student's first assignment is a critique of a video simulation using person-centred counselling skills used within a nursing setting. This assignment uses higher cognitive skills of critically evaluating which means the learners will research the use of counselling skills used in a nursing setting which will give purpose and meaning to the learner when implementing them in the work place (Rutherford T, 2012). A simulation assessment falls into the cognitive

and constructivist learning theories whereby learners use the constructivist term 'assimilation' to take on a new communication experience and 'accommodation' to reframe their existing view of communication with a new experience of communicating. Supporting the simulation learning style are Bradley (2006) McInerney (2017) and Aliakbari et al (2015), who claims that simulation has been used in nursing for decades. Whilst Reece and Walker (2007) and Kay and Kibble (2016) affirm that role-play scores high in the cognitive and effective domain for learning.

Conclusion

In the course of evaluating the teaching learning theories utilised within my lessons, it is apparent to see the main lecture was primarily behaviourist where the teaching delivery role was active in imparting information, linking repetition, asking formative questions, along with the support of holism in gestalt's learning theory, in illustrating the counselling theory as a whole with the aid of diagrams. In the follow-on tutorial sessions, the learners were more active whilst I remained as the facilitator using the constructivist approach of scaffolding their learning and flitting between cognitivist and a humanistic style of teaching. The blend of learning theories enabled the learners to receive, process, experience and reflect information assimilating new knowledge and creating something new. The designed lessons took a learner from a starting point to an end goal.

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- Taylor, D. C., & Hamdy, H. (2013). Adult learning theories: implications of learning and teaching in medical education. *Medical Teacher*, 35, 1561-1572.
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Appendix

BMHP4001: Counselling Skills and Communication

DATED: 16/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: L510

AIM(S)

The aim of this module is to the necessary knowledge and critical understanding of the impact of the different forms of counselling skills, communication and Information Communication Technology within health and social care and its importance for effective service delivery

LEARNING OUTCOMES

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

- Explore how communication skills are used in health and social care and the various factors influencing these processes
- Understand how theoretical perspectives apply to counselling work in health and social care and be able to demonstrate appropriate skills in a counselling interaction
- Understand how boundaries and ethical codes are applied in counselling work in health and social care

INDICATIVE CONTENT

- Relevant theories: humanistic, cognitive, and psychoanalytical.
- Techniques and purposes: written, listening, verbal, non-verbal, record keeping, giving information, challenging, poor practice, educating, decision making, negotiating, advocacy, counselling, mentoring etc.
- Influences on individuals: self-concept, self-esteem, ideal self, prejudice, stereotyping, values and beliefs, stress.
- Inappropriate interpersonal communication: Barriers to communication, inappropriate language, incongruent messages, misinterpretation, breach of confidentiality, breach of trust, invasion of privacy, power, threat and abuse.
- Maintaining confidentiality: privacy, confidentiality, and disclosure, protection of individuals, rights and responsibilities and safeguarding.
- Standard IT software: word processing, spreadsheets, database, information retrieval, e-mail.
- Benefits: meeting individual needs administration of treatment, efficiency, accuracy, communication, independence.
- Enhances activities of care workers and organisations: meeting needs of staff, business administration, and efficiency, quality of practice and service delivery, meeting requirements of other agencies, accountability and audit.

- Legal considerations: health and safety, data protection, access to records.
- Counselling relationship: boundaries e.g. political, social, organisational; context of work; policies and procedures; professional counselling contract
- Ethical guidelines: British Association for Counselling and Psychotherapy (BACP) Code of Ethics; other emerging guidelines as appropriate; other professional codes e.g. Nursing and Midwifery Council
- Legal factors: legislation relating to data protection, anti-discriminatory practice, protection of vulnerable people; professional liability, indemnity
- Role of supervision: nature of counselling supervision, different models of supervision, importance for ethical practice

LEARNING AND TEACHING STRATEGY

The conceptual and theoretical issues are suited to keynote lectures, supported by regular tutorials. During the tutorials students will have the opportunity to present (individually and/or in small groups) delivering the findings of research and reflections of agreed cohort interest to the student group, stimulating discussion and debate and formative feedback. The module will be augmented by lectures, tutorials, reviews, articles, application to case studies, media resources, presentations and seminars and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30
Independent learning	140	70
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam

☒ Coursework

☒ Practical

Mode of assessment	Volume	Weighting
Demonstration of Skills and Write Up	1000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam

☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Cert/Dip HE Nursing Studies and Health		
Module:	Communication and Counselling		
Module code:	M4X00556	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Sharon Langford	Internal Verifier:	Amanda Owens
Assignment Title:	Video Critique	Word count (or equivalent):	2,000 words (1,000) equivalency for video and (1,000) words for supporting paper
Submission deadline:	January 25 th 2019	Return date of provisional marks & written feedback:	
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.		

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: You should use a wide range of reading material current text books, academic journals, and academic websites with a minimum of 15/20 references.

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: You need to refer to the counselling theories e.g. Carl Rogers' Person-centred theory identifying the core conditions and communication skills.

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: critique your video tape and evaluate the importance of using counselling skills linking it to Carl Rogers' core conditions within the person-centred theory within the nursing environment and the benefits to the service users.

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related

GENERIC ASSESSMENT CRITERIA

Level 4

In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the basic underlying concepts and	Major gaps in knowledge and understanding of the basic underlying concepts and	Gaps in knowledge of the basic underlying concepts and principles, with flawed or	Limited knowledge and understanding of the basic underlying concepts and	Knowledge of the basic underlying concepts and principles is accurate with a	Competent knowledge of the basic underlying concepts and principles. Exhibits very	Excellent knowledge and understanding of the basic underlying concepts and	Exceptional, detailed knowledge and understanding of the basic underlying

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		exercise of some personal responsibility.	of minor weakness.				

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Dip HE Nursing Studies and Health		
Module:	Communication and Counselling		
Module code:	M4X00556	Contribution to Overall Module Assessment (%):	50 (%): 50%
Lecturer:	Sharon Langford	Internal Verifier:	
Assignment Title:	Essay	Word count (or equivalent):	2,000 words
Submission deadline:	January 25 th 2019	Return date of provisional marks & written feedback:	
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.		

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *You should show a wide level of reading, a minimum of 20 references, from a variety of sources including textbooks, academic journals and academic websites.*

2. Knowledge and Understanding Skills

At level 4, you should be able to demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Identify a range of theoretical perspective used in counselling. link your knowledge to the three counselling theories.*

3. Cognitive and Intellectual Skills

You should be able to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study. You should be able to evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work. Your work must contain evidence of logical, analytical thinking. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? You should provide justification for your arguments and judgements using evidence that you have reflected upon the ideas of others within the subject area and that you are able to make sound judgements and arguments using data and concepts. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Analyse and evaluate the current (BACP 2018) ethical codes and boundaries in relation to professional counselling practice. Evaluate the boundaries in social and organisational, Include confidentiality and safe storage of data*

4. Practical Skills

At level 4, you should be able to apply the basic underlying concepts and principles to evaluate and interpret these within the context of your area of study. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts. This is likely to involve, for

instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria.

Guidance specific to this assessment: *Evaluate and analyse the importance and value of effective communication and counselling skills within the nursing environment. Illustrate some nursing examples to make your points.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility. This includes demonstrating: that you can communicate the results of your study/work accurately and reliably, and with structured and coherent arguments; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
principles of a subject.)	principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	superficial understanding. Some significant inaccuracies and/or irrelevant material.	principles within the subject area. Some elements may be missing.	good understanding of the field of study but lacks depth and/or breadth.	good understanding.	principles of the subject.	concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding Interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	Very weak evidence of different approaches to problem-solving in particular contexts.	competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

GRADING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your grade. The weightings available for each criterion are shown. Lecturers will use the space provided to 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.

Common Assessment Criteria Applied	Percentage weighting	Grade awarded
1. Research-informed Literature Extent of research and/or own reading; selection of credible sources; application of appropriate referencing conventions.	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	30	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	20	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	15	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	15	

3.2.5 Curriculum Map: Higher National Diploma Health and Social Care

Module and Title	Code	Knowledge and Understanding					Cognitive Skills					Practical Skills				Key Skills			
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4
Counselling Skills and Communication		✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓
Introduction to Public Health		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Managing Organisations		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Personal and Academic Development		✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Psychology in Health and Social Care		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Supporting Disability		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Children Young People and Families		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Complementary Therapies		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Introduction to Physiology		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Introduction to Research		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓