



**AIM**QUALIFICATIONS

# Counselling Qualifications Provider

## Meeting:

09 March 2021

### Agenda:

- January assessment level 3 short answer questions
- January assessment MC questions
- Regulatory Update
- Key Dates
- Feedback
- EQA (including January assessment)
- Useful Links
- Provider meeting content



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## Introduction

Nicola Bate – EV Manager

Jessica Beverly – Qualification Development Lead – Counselling

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### Etiquette

Mute microphone

Use chat for questions

Opportunity at the end for further questions

Slido - Participants can join at [slido.com](https://slido.com) with #Y286

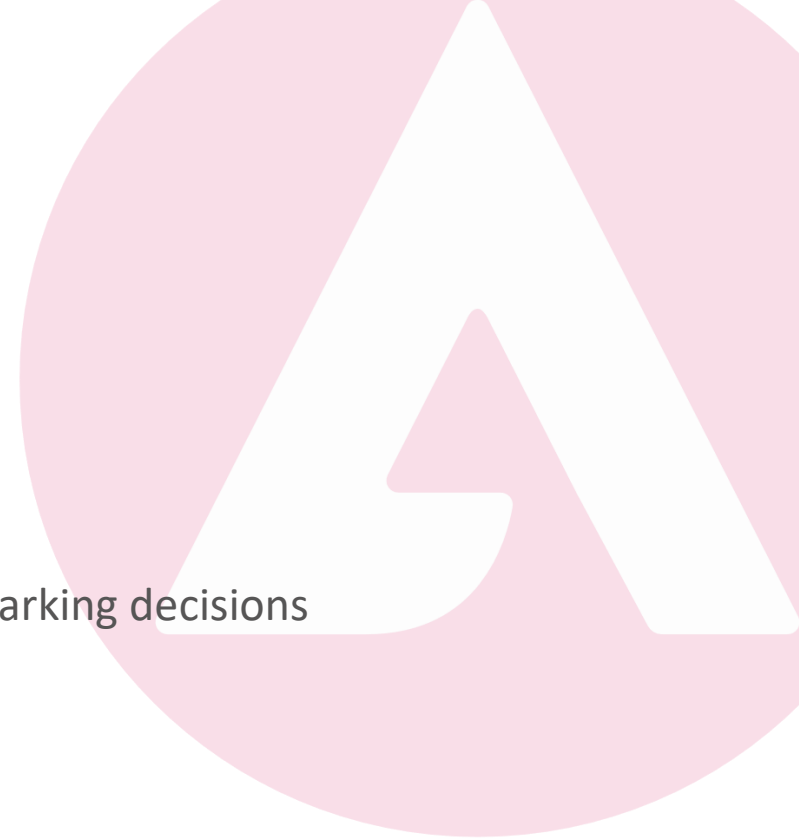




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## January Assessment – Standardisation plan

- Review of one of the level 3 short answer questions – 2 learners.
- Will be looking for you to contribute using Slido and submitting your anonymous marking decisions
- Q&A/Feedback on concerns within the multiple choice questions



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# AIM QUALIFICATIONS

## January Assessment Standardisation

### Question - 9 Marks in total

Counsellors training in psychodynamic theory tend to believe that interpreting the transference is very important. Discuss your understanding of this idea and explore some possible advantages and also disadvantages of applying it in counselling.

<b>Up to 3 marks for accurate understanding of this idea.</b>	<b>Up to 3 marks for convincing discussion of advantage(s).</b>	<b>Up to 3 marks for convincing discussion of disadvantage(s).</b>
<p>Example of a response showing average understanding and receiving 2 marks:</p> <p>Psychodynamic theory states that transference is the unconscious redirection of the feelings a client has about previous relationships, for example their parents, on to the counsellor. Part of the counsellor's role is to interpret this experience so that the client gains insight into their patterns of relating to others.</p>	<p>Example of a response showing average understanding and receiving 2 marks:</p> <p>Gaining insight in this way, and working through the associated feelings, can be a powerful and effective way of overcoming problems in life which have not previously been understood. For the client to feel that they have understood the origin of deep-rooted problems can be very empowering. Other approaches may not succeed in providing this experience.</p>	<p>Example of a response showing average understanding and receiving 2 marks:</p> <p>Some clients, who are not psychologically minded, may struggle to understand transference interpretations and may not be willing to explore the origins in childhood of their problems in the present. The process takes a long time and is likely to be expensive and painful. The counsellor needs to be highly skilled in managing the relationship because resistance and defence mechanisms are likely to arise.</p>



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## January Assessment Standardisation


### Question - 9 Marks in total

Counsellors training in psychodynamic theory tend to believe that interpreting the transference is very important. Discuss your understanding of this idea and explore some possible advantages and also disadvantages of applying it in counselling.

<b>Up to 3 marks for accurate understanding of this idea.</b>	<b>Learner Answer 1</b>	<b>Learner Answer 2</b>
<p>Example of a response showing average understanding and receiving 2 marks:</p> <p>Psychodynamic theory states that transference is the unconscious redirection of the feelings a client has about previous relationships, for example their parents, on to the counsellor. Part of the counsellor's role is to interpret this experience so that the client gains insight into their patterns of relating to others.</p>	<p>Psychodynamic counsellors use the term "transference" to describe any emotions, cognitions or behaviours that are taken from the clients past relationships or experiences and unconsciously projected onto the therapeutic relationship as characteristics of the counsellor.</p>	<p>Transference occurs when a client attributes qualities, feelings, behaviours to the counsellor. Additionally, counter transference is experienced when the counsellor experiences feelings as a result of the client interaction during the sessions.</p>

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How many marks would you give each learner?

 Start presenting to display the poll results on this slide.



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## January Assessment Standardisation

### Up to 3 marks for convincing discussion of advantage(s).

### Learner 1

Example of a response showing average understanding and receiving 2 marks:

Gaining insight in this way, and working through the associated feelings, can be a powerful and effective way of overcoming problems in life which have not previously been understood. For the client to feel that they have understood the origin of deep-rooted problems can be very empowering. Other approaches may not succeed in providing this experience.

It could, for example, make the client aware of an unconscious behaviour. Freud believed that by bringing the unconscious into our awareness we can gain insight into our psychological make up and better understand ourselves. For a client, it can be frustrating to be repeating behaviour or feelings with no known root cause and by interpreting the transference in the therapeutic relationship they might feel that they finally understand the reasons that they behave in certain ways and become more self aware.

Secondly interpreting transference may reveal patterns of behaviour and help the client understand their attachment style. If the counsellor follows the themes generated by John Bowlby, they can explore how the attachment style of the client might be more evident in the projected transference of beliefs about past relationships. They could use this to study if the client has anxious, avoidant or disorganised tendencies and help them understand how their attachment style is being applied in their relationships (both external and therapeutic)



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## January Assessment Standardisation

### Up to 3 marks for convincing discussion of advantage(s).

### Learner 2

Example of a response showing average understanding and receiving 2 marks:

Gaining insight in this way, and working through the associated feelings, can be a powerful and effective way of overcoming problems in life which have not previously been understood. For the client to feel that they have understood the origin of deep-rooted problems can be very empowering. Other approaches may not succeed in providing this experience.

It is seen as hugely beneficial to address transference with the client when it happens. It can help the client explore their suppressed feelings and thoughts around why they have experienced this reaction to the counsellor

This can lead to a greater awareness and confidence in dealing with difficult issues and reduce anxiety around these issues. Client and counsellor agree at the onset of sessions to explore difficult feelings – sometimes negative feelings to each other – as a contract - without (hopefully) disrupting the counselling relationship. This is important in psychodynamic theory

Another advantage is that, working through difficult scenarios and emotions with the counsellor, the client, if they move through this resistant stage effectively, will have more confidence when facing similar feelings out of the counselling room. They will be more resilient





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## January Assessment Standardisation

**Up to 3 marks for convincing discussion of disadvantage(s).**

**Learner 1**

Example of a response showing average understanding and receiving 2 marks:

Some clients, who are not psychologically minded, may struggle to understand transference interpretations and may not be willing to explore the origins in childhood of their problems in the present. The process takes a long time and is likely to be expensive and painful. The counsellor needs to be highly skilled in managing the relationship because resistance and defence mechanisms are likely to arise.

Alternatively, there may be some disadvantages, to the interpretation of transference. Firstly the client has to be “psychologically minded” to be able to access the material that the counsellor will want to explore. This requires an intellectual wisdom of emotions that may not work for some people. Secondly, some might argue that it is a bit of a stretch to suggest that early relationships and childhood attachments could affect our behaviour later on in life. If a client has experienced some recent trauma, it would seem ill-advised to begin encouraging them to interpret the transference of their past relationships on the “here and now”. The length of time between the cause and effect would give some people doubt about saying that current behaviour in the therapeutics relationship is defined by another relationship long ago.



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## January Assessment Standardisation

**Up to 3 marks for convincing discussion of disadvantage(s).**

**Learner 2**

Example of a response showing average understanding and receiving 2 marks:

Some clients, who are not psychologically minded, may struggle to understand transference interpretations and may not be willing to explore the origins in childhood of their problems in the present. The process takes a long time and is likely to be expensive and painful. The counsellor needs to be highly skilled in managing the relationship because resistance and defence mechanisms are likely to arise.


However this tension, in the counselling relationship may not be good for all clients Especially if severely lacking in confidence, going through grief or trauma or struggling with anger

They may be looking for a more empathetic humanistic counselling relationship and the questioning and challenging associated with bringing transference into the open may not be a positive experience for them, leading to increase in anxiety. This level of challenge, at this is difficult time in their lives, may not be appropriate,. They may decide to stop counselling sessions or seek a more humanistic counsellor

The counsellor needs to be very skilled at managing transference. A low skilled counsellor may do harm by highlighting the difficulties in the relationship

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How many marks would you award each learner for disadvantages

 Start presenting to display the poll results on this slide.



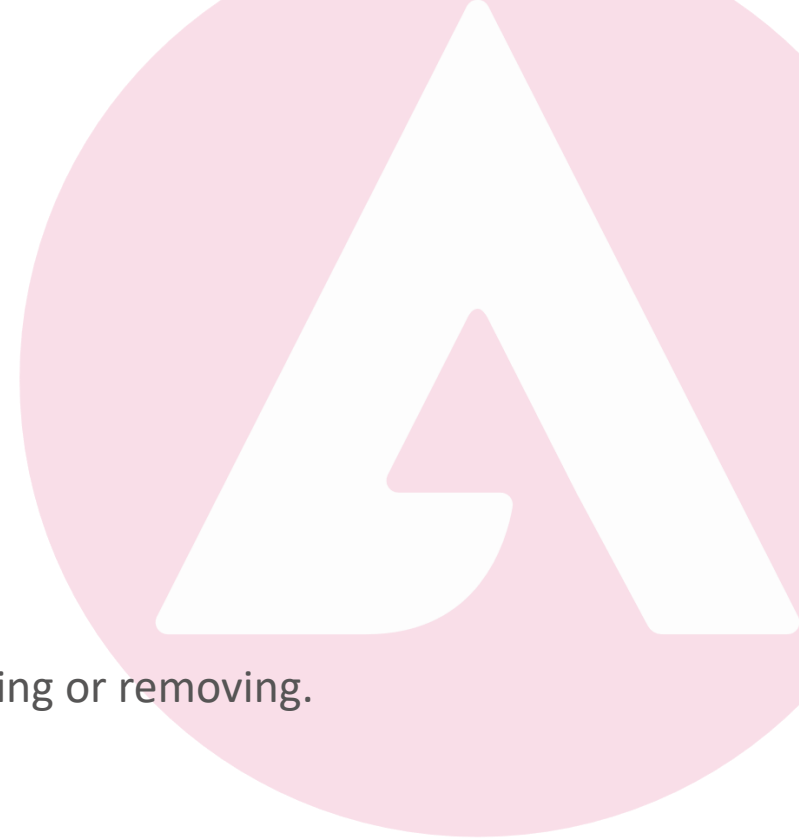
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## January Assessment Standardisation

Level 2 and 3 Multiple choice questions

Feedback has identified some questions which may need to have mark scheme adjusting or removing.

Please submit on here any further queries




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# January Assessment Standardisation

Level 2 and 3 Multiple choice questions

Which of the multiple choice questions would you like to query? (please put level, paper letter and question number/content)

 Start presenting to display the poll results on this slide.

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# Audience Q&A Session

 Start presenting to display the audience questions on this slide.


















## Regulatory Update

### How vocational and technical qualifications will be awarded in 2021



Ofqual/21/6751/1

<p><b>Qualifications most similar to GCSEs and A levels</b></p> <p>e.g. BTECs and OCR Cambridge Technicals</p> <p> Taken only in schools or colleges</p> <p> Do not assess occupational skills</p>	<p><b>Qualifications not similar to GCSEs or A levels</b></p> <p>e.g. Functional skills and ESOL Skills for Life</p> <p> Taken in schools, colleges or other places</p> <p> Do not assess occupational skills</p>	<p><b>Qualifications with occupational skills or proficiency assessments</b></p> <p>e.g. construction, plumbing and electrical qualifications</p> <p> Taken in schools, colleges or other places</p> <p> Assess occupational skills</p>
<p><b>Your results</b></p> <p> Graded by teacher or lecturer judgement</p> <p> Various sources of evidence used</p> <p> Results no later than for GCSEs and A levels</p>	<p><b>Your results</b></p> <p> Assessments should continue where possible</p> <p> May be awarded using other evidence or judgements</p> <p> Awarding organisations decide the evidence needed</p>	<p><b>Your results</b></p> <p> Assessments can continue as normal where possible</p> <p> Assessments may be delayed</p> <p> Assessments can be adapted if needed</p>
<p>Visit <a href="http://www.gov.uk/ofqual">www.gov.uk/ofqual</a> or search 'Ofqual 2021 qualification explainer tool' for specific details (coming soon)</p>		



## Regulatory Update

<https://www.aim-group.org.uk/services/aim-qualifications/centres/covid-19/vcrf/>

Category	Description	Proposed certificate plan
<b>Category A</b>	Qualifications which assess occupational or professional competency, proficiency, or act as a licence to practise, where it would not be safe to award these qualifications using alternative evidence.	For these qualifications, as far as possible, awarding organisations will continue to make exams and other assessments available to learners, remotely or in person where it is safe to do so.
<b>Category B</b> Most like General Qualifications	Qualifications which are used for progression to further or higher study or into employment, where the issuing of results to learners should be prioritised.  It would include those qualifications most similar to GCSEs, AS and A levels.	Awarding organisations to award results in a similar way to GCSE, AS and A'Levels.  Awarding organisations to issue results using alternative evidence when exams and/or internal assessments do not take place, and/or when learners cannot access the assessments.
<b>Category B</b> Qualifications with some occupational competence	Some Tech Awards, Tech Levels and other vocationally related qualifications are also used for progression into employment and so require the assessment of occupational skills or experience.	Aspects of the qualification which require the assessment of skills or experience will continue. Other areas will be awarded in line with the Most like GCSE, AS and A'level group.
<b>Category B</b> Used for progression	Qualifications which are important for progression to further or higher study or employment, but which are different from GCSEs, AS and A levels.	We will continue to allow learner assessments to continue remotely or in person, where it is safe to do so.





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## Regulatory Update

Level 2 and 3 Counselling will be in Group B – Used for Progression

What does this mean?

Eligible for some Teacher Assessed Grade (TAGs) and some required assessments

**No exam in June 2021.** May be an alternative task if it is deemed to be a required area of content to inform occupational competence. There will be further guidance around the minimum evidential level, tasks and the moderation requirements for this group of qualifications to follow.

The skills and knowledge are important for the learners in this group and priority should be on allowing learners to develop their skills, knowledge and behaviours.

Internal assessment –

Learners who need alternative awarding arrangements will be eligible for this if they are unable to access the assessments (in person or remotely) however centres should be encouraging and attempting to provide assessment opportunities and feedback where viable.

We would be expecting a range of supporting evidence to be available and that the mitigations requested will be minimal and clearly explained by the learner history, engagement and achievements in the programme they have been able to attend and action.



# AIM QUALIFICATIONS

## Regulatory Update

### Group A – Level 4 Diploma in Counselling

This means that learners registered on these qualifications will not be eligible for Teacher Assessed Grades (TAGs) and must be able to evidence the qualification as being completed in full.

The qualification is still eligible to have the learner assessments adapted to accommodate the restrictions implemented by covid-19. This might be a change in the type of assessment or allowing simulation instead of work based role play however the full content of the assessment must be completed and achieved as per the normal expectations.

You can choose whether to continue as usual, delay your learners completion or apply an adapted assessment.

This group is effectively continuing with what was the EERF regulations and approach that was implemented by Ofqual in Autumn 2020.

You should continue with your delivery and assessment plans for learners on these qualifications and claim your non-examined assessments as usual using the eRACs and presenting to the External Verifier.

The external assessment will still be due to take place, any further adaptations will be available shortly



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## Regulatory Update

### Resits

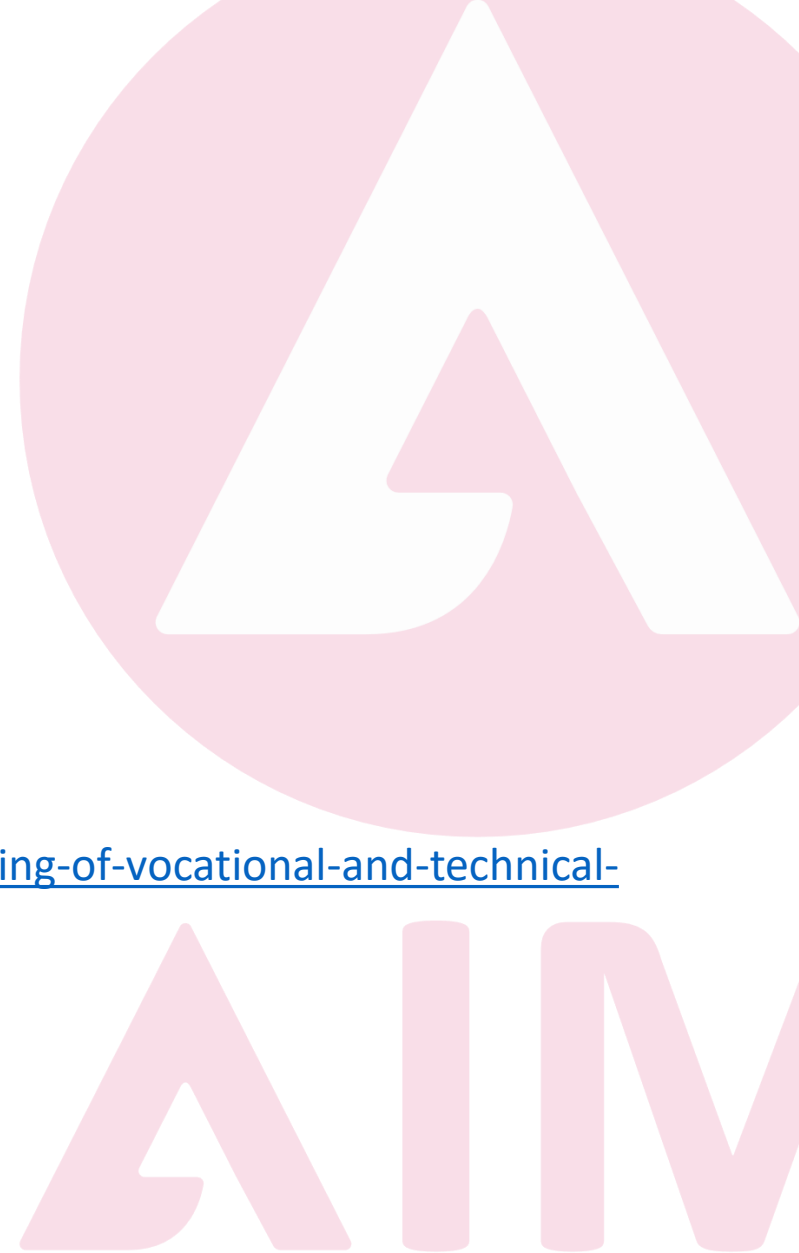
No mention in latest framework – awaiting further guidance

### Appeals

Vague guidance in the consultation, more information to follow

### Consultation – open until March 11

<https://www.gov.uk/government/consultations/regulatory-arrangements-for-the-awarding-of-vocational-and-technical-and-other-general-qualifications-in-2020-2021>





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## January Assessment – Level 2 and 3

**Please respond to the consultation**

**January learners are impacted by the suggestion and will be across cohorts and centres**

We potentially have learners within one cohort or centre who are accessing different approaches for their achieved grade.

1. Certificating who sat or didn't sit it would not be eligible for TAGs. Get the grade they sat or potentially get a special consideration request to alter it or cover it if they couldn't sit it.
2. Non certificating who sat get their assessed grade - if claim now, won't be eligible for the TAG should they change their mind
3. Non certificating who sat but they feel it was impacted by situation may be eligible for their TAG grade. Can't have a TAG until April but could claim actual grade now (remember they can't then change their mind).
4. Non certificating who didn't sit would be looking at the TAG but won't get any result until April at earliest.

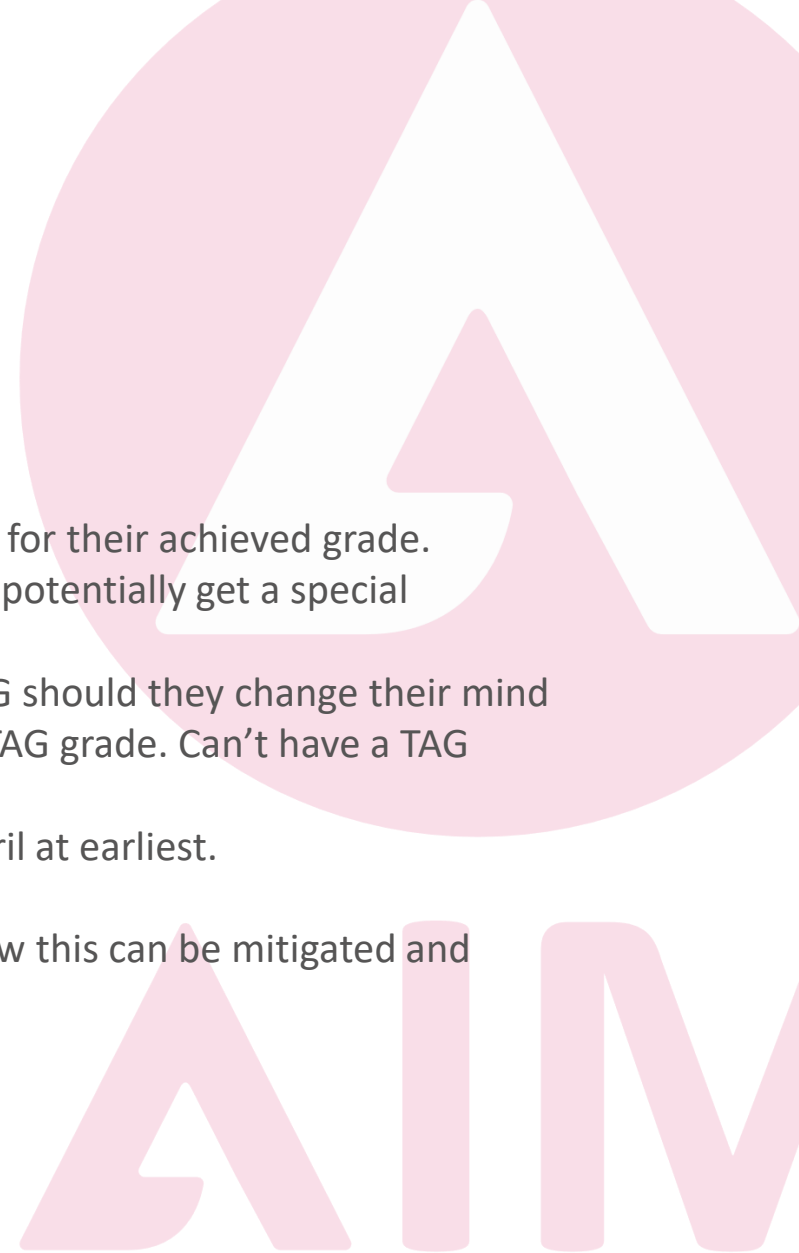
Consider the impact of this in your own centre. We all need to be very careful and clear about how this can be mitigated and standardised to limit the impact and disadvantaging of one group. Thoughts?

## Summer Assessment – Level 2 and 3

No exams - do not need to schedule

Alternative assessment tasks will be available

Standardisation opportunity available





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## **January Assessment – Level 4**

No mitigation in place within the VCRF.

Special consideration is available

Results to be available as planned

## **Summer Assessment – Level 4**

No mitigation in place within the VCRF. Can look at further adaptations to assessments

Special consideration is available

Will be confirming scheduling and updated plans towards the end of March



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## Key dates

### End of March

AIM to confirm minimum evidential requirements

### April

Anticipating that VCRF will be activated and TAGs can then start being awarded

### May-June

Centres submitting for EQA and support from AIM for quality assurance

UCAS submission remains 1st July 2021

### **When you will get your results**

Anticipate no changes to the usual awarding date.





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## Feedback from centres, employers and HEIs

Questionnaire on your centres progress and expected completion sent last week

As tutors, what would be your minimum evidence / content?

What do you think the employers would say is minimum content/coverage?

Which universities do your learners progress to?

Concerns/Gaps in knowledge





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## EQA - January Assessment Claims - Plans

Updated markscheme to follow on Friday 19<sup>th</sup> March

Centre's to review marked papers using updated scheme

Centre to ensure there is a commentary in the marking (summary or throughout)

IV to review and sign off – consider unconscious bias

EV to review and agree claims.

**Submit eRAC ONLY FOR LEARNERS WHO DO NOT NEED TAGS**

TAG Claims – will be able to be submitted in April – further guidance to follow

Retain ALL Level 2/3 papers until we tell you otherwise – we may request they are sent in or be used to support TAG adjustments







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## **EQA plans for 2021**

All remote

Interim happening now

Final in May/June

Assume will be presenting to EQA regardless of regulatory requirements

Use the preparing for your EV guide on the website to ensure the documents are available

Further guidance will be available around requesting TAGs and evidence required



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## Useful links:

- [How qualifications will be awarded in 2021 – an article from Chief Regulator, Simon Lebus](#)
- [Simon Lebus responds to the Secretary of State's direction of 23 February 2021](#)
- [Consultation on alternative arrangements for the award of VTQs and other general qualifications in 2021](#) (Concluded consultation)
- [Regulatory arrangements for the awarding of vocational and technical and other general qualifications in 2020-2021](#) (Live consultation)
- <https://www.aim-group.org.uk/services/aim-qualifications/centres/covid-19/>





## Provider meeting progress

What do you want from these meetings?

Future meetings on

Is this enough or  
do you want additional  
dates?

### Counselling Provider Workshops

Copies of slides can be found on the [counselling information page](#)

Meeting Subject	Date and time	Book
Assessing controlled tasks and preparing for your interim EV	Tuesday 9 March 2021 1.30pm - 3.30pm	Reserve a place
TBC	Tuesday 20 April 2021 10am - 12noon	Reserve a place
AIM Portal/erac support and preparing for your final EV	Wednesday 26 May 2021 10am - 12noon	Reserve a place
Review of the year and plans for the following year	Monday 5 July 2021 1.30pm - 3.30pm	Reserve a place

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## Audience Q&A Session

 Start presenting to display the audience questions on this slide.



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[www.aim-group.org.uk](http://www.aim-group.org.uk)