



AIMQUALIFICATIONS

Counselling Qualifications Provider Meeting: 14th December 2020

- Support with delivering controlled tasks
- Remote assessment
- BACP Guidance
- Standardisation
- Provider meeting dates going forward
- Questions





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Introductions

Nicola Bate – EV Manager

Jessica Beverley – Qualification Development Lead – Counselling

Enquiries@aim-group.org.uk

Etiquette

Mute microphone

Use chat for questions

Opportunity at the end for further questions



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Support with delivering controlled tasks

Level 4/5 – Printed tasks received in the post to the centre for learners to complete on the designated date

Level 2/3 - Download task from the portal and print the task for learners to complete (this will be a PDF so cannot be completed electronically). Available on 4th January 2021.

Where remote assessment is planned and confirmed with individual centres, further guidance will be released to those centres prior to Christmas.

All scheduling for assessments has been completed

If you haven't received confirmation of your schedule, please email enquiries@aim-group.org.uk today.

NEW SAMPLE ASSESSMENTS

New sample assessments for controlled tasks for L2, L3 and L4 old and new qualifications available shortly.

Emailed out and available on portal/website shortly.



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Support with delivering controlled tasks

Delivering controlled tasks

All controlled tasks must apply the AIM invigilation guidance found in centre forms and handbooks on the website – direct link [Invigilation Guidance for AIM External Assessments](#)

Face to face completion of task

Under controlled conditions on site as per invigilation guidance.

Remote completion of task

Must be completed under controlled conditions remotely as per invigilation guidance.

Where it has been identified that you are doing remote assessment, we will be in touch with centres individually to explain how to apply this will be delivered in your setting.



Support with delivering controlled tasks

Assessing Level 2/3

Download the mark scheme from the portal and use this to assess the tasks completed by learners. Have the internal verifier confirm the achievements and undertake internal standardisation – retain records to show this has taken place.

New Level 3 - mark scheme will detail grading criteria and marks for P/M/D grades.

Complete the eRAC to show the achievement and upload this to the portal for claiming. Present it to the EV for confirmation in Spring Interim EV activity.

Assessing Level 4/5

Post the completed tasks back to given address as per usual exam regulations and these will be marked by AIM examiners.



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Remote assessment and authentication

- What is remote authentication and why do we need it
- How to do some basic checks on this
- Using Turnitin
- Reporting this information



What is remote authentication?

- Checking the learner evidence to ensure that it is their own work
- Looking for plagiarism, learners copying from each other, from other sources, ghost writers, essay mills

Why do we need it?

- The qualification, sector and brand has integrity,
- Honest students are not to be disadvantaged because a qualification gets a reputation for being easy to cheat on
- Can result in blackmail and be safeguarding risk
- Ensuring competence of the learners



Types of plagiarism you might see

- Direct – copied directly from someone/somewhere else and not appropriately cited or referenced
- Hired – the learner has paid someone to write it for them (financially or by favour)
- Borrowed – previous student allows someone to copy their work
- Mosaic – incorporating your words into a copied article or reorganizing it
- Collaboration – Group work where some do not contribute or someone insists on being added
- Contributing Author - where group work takes place but is not referenced and claimed as just one persons work
- Aggregated – where there are multiple sources of plagiarism
- Outline – follows order and structure of someone elses work closely, copy the headings or contents
- Bibliography – Copy someone else's or where you require 5 sources but only have 2 so make up the other 3 having not used them
- Secondary – when your reference is using another source for and you refer to it in the text as the first sources information
- Accidental – failure to quote and just includes the text, you discuss an idea as your own when it is not



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- **My learners won't plagiarise, that's only at uni....**
 - Google an essay title from your subject area now
 - Google essay writing
 - How easy is it to get an essay written for you?



How to do some basic checks – first consider:

- Build a case...could be explained as a one off
- Is it more likely the student commissioned someone else
or
- Is it more likely the student did it them self but used inappropriate resources/approaches



How to do some basic checks on this

- Hunch...trust your instincts
 - Something doesn't fit
- Compare to other learners' work...how similar are they?
 - Dual screen, have both open and move page by page, use memory
- Copy and paste phrases into google
 - Copy and paste a direct phrase into google and it will often high light where they've got the information from



How to do some basic checks on this

- Compare to other learners' work...how similar are they?
 - Dual screen, have both open and move page by page, use memory
 - Page Size – is it consistent? Commonly would expect A4 or US letter but rarely would we change it between assignments
 - Font, paragraph settings
 - Grammar and spelling consistencies
 - Language settings
 - References – is it in the expected format, is it blocks or text or individual
 - Are citations specific in the correct points or are the generically sprinkled in?
 - Is the language used expected for a learner at this level or does it seem to be intertwined with technical and then dumbing down for bad grammar. Is it consistent between assignments?
 - Gender references or time references which don't align
 - Missing focus of the assignment (do others also do this)
 - Well written but off tangent



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Common consistencies and nuances

Page size

Font and text colour

Layout (use of headers, paragraph spacing)

'quotes' or "quotes"

One full stop. Or two full stops to determine end of sentence..

Using commas, hyphens - colons: and semi colons;

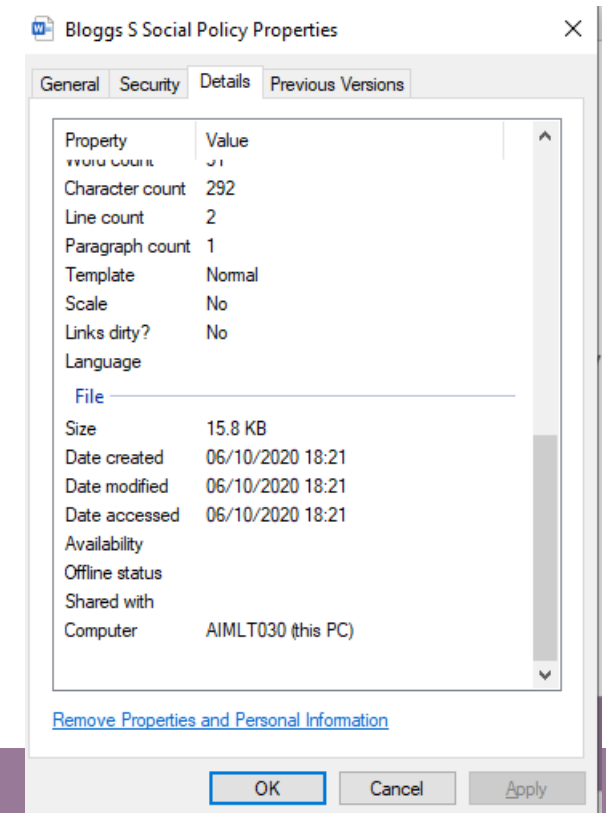
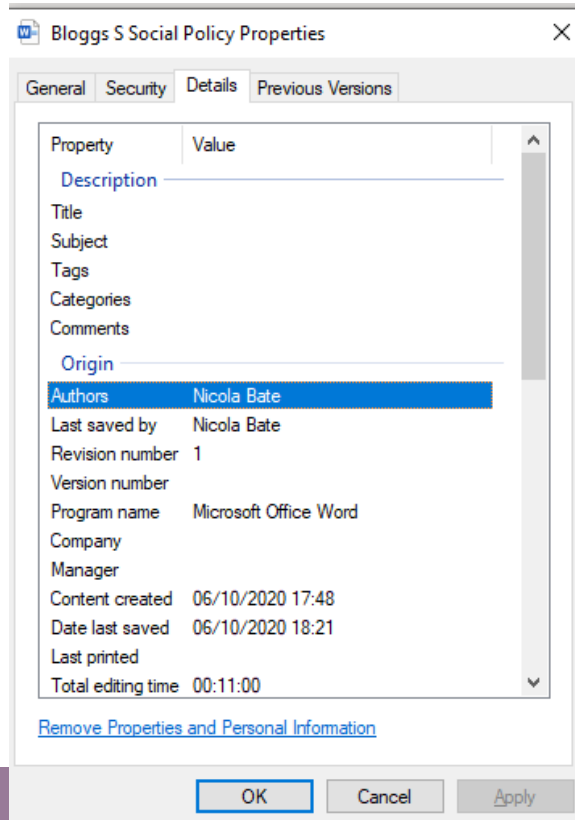
Use your visual judgement and also check it specifically by highlighting and confirm font and sizes etc



How to do some basic checks on this

- Before you open the file, save it to your computer and right click and select properties

- Does the author match the candidate?
- IS there anything odd in the title, subject tags
 - could be file tracking for a ghost writer
- Last saved by vs Author
- Content created vs Content saved
- Total editing time
- Scroll down further -
 - Date created
 - Date modified
 - Date accessed





How to do some basic checks on this

- Toggle the track changes
 - They may have confirmed them all but not actually removed them so switch it back on
 - Check for any comments that have been closed off
- Google
 - The learner may have public social media, reviews of bought essay writing service
 - The essay may be duplicated and available online



Using Turnitin feedback

- What is Turnitin?
- What % would you accept?
- What else would you consider?

Using Turnitin feedback

0-5% is a low similarity score

Is there a lot of definitions or common content which would artificially increase the score?

Does it have an awkward or convoluted wording where they've avoided standard jargon (to keep similarity score down)

Low score plus odd wording is good indicator of keeping score down.

Other providers of a similar check -

Grammarly



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BACP Guidance on remote placements– Released 16 November 2020

AIM will be aligning with the BACP requirements. A new proforma to record placement hours will be released in early 2021, it will be expected that the learners document the format of the session on the proforma along with any additional activity to evidence competence of in the room counselling skills.

This will be replaced on the portal to be used as soon as is available.

<https://www.bacp.co.uk/news/news-from-bacp/coronavirus/coronavirus-and-training/#face2face>

<https://www.bacp.co.uk/news/news-from-bacp/coronavirus/coronavirus-and-training/assessing-competence-for-face-to-face-work/>



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Standardisation

At the next provider meeting in February we would like to do some standardisation of the assessments and also of placement hour logs.

You will be contacted during the assessment period and we will be asking each centre to submit some scanned copies of the level 2/3 assessments that learners have completed and some placement hour logs by the end of January (these can be marked or unmarked).

Provider meeting dates

<https://www.aim-group.org.uk/services/aim-qualifications/centres/training-and-events/>

Counselling Provider Workshops

Meeting Subject	Date	Book
Support with delivering controlled tasks and remote assessing of practical work	Friday 11 December 2020	Reserve a ticket
Assessing controlled tasks and preparing for your interim EV	Thursday 11 February 2021	Reserve a ticket
TBC	Tuesday 20 April 2021	Reserve a ticket
AIM Portal/erac support and preparing for your final EV	Wednesday 26 May 2021	Reserve a ticket
Review of the year and plans for the following year	Monday 5 July 2021	Reserve a ticket



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Questions

Further questions: enquiries@aim-group.org.uk



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