**Relationships Informed by CBT**

**Learning Outcomes**

On successful completion of this assessment and this module, you will have demonstrated your ability to:

* Critically analyse the use of relational and interviewing skills in work with others that is informed by CBT.
* Critique your current practice and indicate how these skills and insights from CBT may be integrated safely within it.
* Evaluate your participation in self-development and peer supervision activities.

**Summative Assessments (Graded)**

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| **Assessment:** | CW1: You will critically evaluate your own current practice and identify how you plan to integrate the relational and interviewing skills and insights from CBT approaches within your practice to improve therapeutic relationships with your clients.  |
| **Assessment Component:** | **Assessment weighting:**  | **Length:**  | **Assessed module learning outcome(s):** |
| CW1 | 50% | 2,000 words  | 2 & 31 |
| **Submission date/time**  | **Provisional feedback release date** |
|  |  |
| Your work will be marked using the Level 6 rubric (see below)Provisional grades will be reviewed by an Internal Moderator and the External Examiner. You will be notified of the ratified grade one week after the Assessment Board. |

**Additional Guidance**

In order to present a high quality report, it is important to have a clear understanding of what it is exactly that the assessment title is asking you to do and to identify directive words. One of the directive words in this title is ‘**critica**l.’ Critical writing involves the following:

Making a judgement

Presenting both implications and solutions

Viewing the same issue from different angles

Drawing conclusions and possibly making recommendations

**Critical writing** is not a narrative that describes or repeats what you have learned in a rote manner. When using critical writing, you participate in an academic debate. You are required to present arguments back and forth, and present information that may be contradictory or controversial.

The second directive word is **reflection.** Reflective writing provides an opportunity for you to:

reflect on what you already know

relate new learning to your past and current experience

understand how these factors impact your acquisition of new knowledge and skills

**Reflective writing** provides the opportunity to gain insight from learning through reflection on experience, and through reflection on other perspectives. Critical reflection includes evidence to show that the writer is aware of various perspectives and are influenced by different contextual settings.

**A report** is a form of academic writing that uses sections with headings, where each section and subsection has a specific purpose. The use of the first person is acceptable.

**Feedback, marking criteria and grading of your assessment**

The assessment marker will make comments within your script (Quickmarks) and will use a Level 6 rubric, attached to your assessment and accessible via a link on the right hand side of your paper. A copy of the rubric is attached to this brief.

Your feedback will inform you:

if and how you have met the relevant learning outcomes

commendation for work well done

areas for improvement

External examiners will check the:

 • module learning outcomes

 • assessment brief

• Level 6 Grade Descriptors

This programme uses the percentage grading system adopted by the University of Derby for all courses. Details are available in your programme handbook. You can find your programme handbook by looking in the My Programmes area of Blackboard under Programme Information.

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| **Level 6 Rubric** | **Excellent**(70-100) | **Very Good**(60-69) | **Good**(50-59) | **Satisfactory**(40-49) | **Unsatisfactory**(35-39) | **Poor**(21-34) | **Very Poor**(1-20) |
| **Critical Analysis and Evaluation**(25%) | A high level of critical analysis and evaluation | A very good level of critical analysis and evaluation | A fairly good level of critical analysis and evaluation | A fair level of critical analysis and evaluation | Lack of critical analysis and evaluation | Significant lack of critical analysis and evaluation | Very significant lack of critical analysis and evaluation |
| **Originality of Ideas**(10%) | Commendable originality of ideas | Significant originality of ideas | Some originality of ideas | Little originality of ideas | Lack of originality of ideas | Lack of evidence of originality of ideas | Significant lack of evidence of originality of ideas |
| **Research Informed**(Evidence)(20%) | Exceptionally well researched | Well researched | Quite well researched | Adequately researched | Some lack of research evidence | Lack of research evidence | Significant lack of research evidence |
| **Knowledge and Understanding**(Learning outcomes and assessment description or components)(25%) | Trivial or very minor errors | Minor errors only | Some evidence of misunderstandings | Some significant misunderstandings and errors | Some lack of knowledge and understanding | Lack of knowledge and understanding | Significant lack of knowledge and understanding |
| **Clarity and Coherence**(Logical flow, introduction, conclusion)(10%) | Excellent clarity of ideas, coherence and logic | Commendable clarity of ideas; very good sense of coherence and logic | Ideas generally clear and coherent | Ideas fairly clear and coherent | Ideas lack some clarity and coherence | Ideas lack clarity and coherence | Ideas significantly lack clarity and coherence |
| **Presentation**(Structure, grammar, spelling, referencing)(10%) | High quality presentation | A very good standard of presentation | A good standard of presentation | A sound standard of presentation | Presentation needs improvement | Presentation significantly needs improvement | Presentation very significantly needs improvement |

**Assessment Presentation**

**Title Page**

Your title page must include: 1) the name of the university; 2) the course title; 3) your name and student number; 4) the module code and title; 5) the name of the module tutor; 6) the word count, and 7) declarations (see below).

**Originality statement**

‘I declare that this assessment is my own work and that I have correctly acknowledged the work of others using the Harvard referencing. This assessment is in accordance with University guidance on good academic conduct.’

**Confidentiality statement**

‘I declare that confidentiality of people discussed in this work is maintained; there is no identifiable information of these individuals.’

**Presentation components:**

A well-structured report with appropriate subheadings to guide the reader

Good use of spelling, grammar and language throughout.

Appropriate focus, meeting learning outcomes/assessment criteria.

Logical progression and structure of arguments.

Evidence of a range of relevant supporting reading.

Follow normal Academic Regulations in terms of Academic Offences, style and language.

Use of the Harvard system of referencing.

Refer to ‘the author’ rather than the first pronoun