

Information for Centres on developments at CPCAB

Letter from Fiona Ballantine Dykes, Head of Qualifications

Dear Course Coordinator and Tutors,

On July 21st this year I took up the post of Head of Qualifications at CPCAB following the departure of John Anderson. I am well aware of the difficulties that Centres have faced over the past year and I am determined that our joint experience this year will be very different. My experience as a course co-ordinator, TC03 tutor, external verifier, counsellor and supervisor gives me an overview of the different elements in counselling training which I hope will have a direct impact on the role of the CPCAB as an awarding body.

We face difficulties on many levels but the fundamental one is how to assess counselling trainees in a way that is ethical, fair and in keeping with the ethos of counselling while meeting the demands of evidence-based practice and professional credibility. I welcome the QCA's involvement because it recognises counselling as a profession, because it demands certain standards and because it makes counselling training affordable to a much wider group of people. I have not found the reality of the transition to the new QCA-based system easy.

However, despite difficulties, I believe that it is possible to deliver and assess counselling training with humanity and creativity without becoming a slave to criteria and assessment. We need to view assessment as an opportunity for learning and criteria as evidence that learning has taken place. This is very different from teaching to criteria and preparing for an assessment by "big brother". Our aim is to make this a collaborative process with as little red tape as possible. We will continue to listen to feedback from Centres and to respond to the difficulties that have been identified.

I hope you will welcome the re-worded and simplified documentation and criteria and I look forward to a very positive year ahead.

With best wishes

Fiona Ballantine Dykes

Head of Qualifications

Funding for CPCAB Qualifications

Following negotiations with the Learning Skills Council, we can now confirm that all our current QCA-accredited qualifications attract a Programme Weighting in Band C – both for the teaching year just ended (2002-03) and for the coming year (2003-04). The qualifications concerned are:

<u>Qual. Code</u>	<u>Level</u>	<u>QCA accred. no.</u>
ICSK02	2	10025212
CSK02	2	10025200
CST02	2	10024530
TC03	3	1002329X

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FEEDBACK TO CENTRES ON EXTERNAL ASSESSMENT PROCESS 2002/2003

A review of the External Assessment process has highlighted some areas to develop. These are:

- improve feedback skills
- read the question accurately
- be clear about the meaning of the criteria
- move from the vague to the specific
- identify special needs

Feedback skills

Improving feedback skills will help candidates with external assessment because 'feedback' is the main vehicle that trainees are asked to use to express and demonstrate their knowledge and understanding of a helping interaction/counselling relationship.

Feedback needs to:

- be addressed to the helper/counsellor
- give an example
- be owned by the person giving it
- demonstrate understanding of how intervention has an impact, without making assumptions, and with sensitivity.

Feedback can be neutral, supportive and challenging, providing peers with the opportunity to review their skills and personal development. Feedback is not:

- simply listing what happened or what was said
- personal opinion or criticism

Reading the question ... right?

Reading the question could be seen as a reflection of the candidate's ability to listen, without their own agenda getting in the way. Perhaps this is worthy of discussion and debate in skills practice/personal development.

Defined clarity about criteria

There were some difficulties demonstrated about the differences between criteria 1.1.1, 2.1.2 and 4.1.1. These criteria are closely

linked, but represent quite distinct differences in the contracting stages of a helping/counselling relationship. It would be worth discussing this in groups, to make a clear distinction between any closely-linked criteria.

From the vague to the specific

Candidates need to know that answers should be specific to the question and not generalised or vague.

Special needs

Tutors need to be alert to students who may have special needs in relation to external assessment. Students should be encouraged to identify problems so that any special arrangements can be made available. This will improve their ability to express their knowledge and understanding. (See Appendix 10 of the Tutor Reference Manual.)

Results

You will receive your results within two months of the date of your external assessment.

And finally

Last but not least, and despite all difficulties, the first year of the external assessment has worked well and enabled us all to develop our best practice throughout all levels of the counselling training process.

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New documentation

On the CPCAB website, tutors can access internal assessment proformas that are listed under each qualification. CPCAB sees this as a fluid resource that we can add to and expand in response to feedback from tutors. Examples of external assessment questions will also be available as they are developed in line with the new criteria. If you do not have access to the website, please let us know and we can arrange paper copies of any documentation you require.

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RE-SITS AND APPEALS

External Assessment Re-sits:

A Centre may register candidates who have been assessed as Not Yet Proficient (NYP) in the external assessment (EA). However, Centres are only permitted to register candidates (for an EA re-sit) who have been, or are predicted to be, assessed as Proficient in the internal assessment. This re-sit must take place at the next CPCAB specified EA date, in order to ensure the minimum gap between the original EA and the re-sit, together with efficient Centre and Awarding Body completion with candidates.

Candidates who are assessed as NYP at their re-sit are not recommended to undertake a second re-sit. There is no automatic entitlement to a second re-sit, but the CPCAB will, at its discretion, make special arrangements for a second re-sit if (a) the candidate has been assessed as proficient in the internal assessment and (b) the Centre provides the CPCAB with an acceptable supporting explanation.

Appeals:

Candidates assessed as NYP in their external assessment may opt to appeal, via their Centre, against the external assessment result. (See appendix 11 of the Tutor Reference Manual for full details of the CPCAB's Appeals Policy).

Please also note that a fee is charged for all re-sits and for appeals. (Candidates registered on CPCAB qualifications prior to 31.07.03 are entitled to a first re-sit at no charge) In the case of appeals the fee is subsequently refunded in full if the appeal is successful. Please contact the CPCAB for details.

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STANDARDISATION TRAINING SCHEDULE FOR 2003/4

Tuesday, 23rd September 2003

Active Counselling & Training
2 Batchelors Walk
Lisburn NI

Friday, 26th September 2003

Runshaw College
Chorley
Lancs, PR7 6AD

Saturday, 27th September 2003

Denham House Business Centre
120 Long Street
Atherstone Warwickshire
CV9 1AS

Thursday, 9th October 2003

Waltham Forest College
Forest Road Walthamstow
London, E17 4JB

Friday, 10th October 2003

Regent Hall
275 Oxford Street
London W1R 1LD

Friday, 17th October 2003

Somerset College of Arts and Technology
94 Staplegrove Road
Taunton TA1 1DN

Friday, 7th November 2003

Regent Hall
275 Oxford Street
London W1R 1LD

Saturday, 8th November 2003

Richmond Upon Thames College
Egerton Road
Twickenham TW2 7SJ

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Letter from Director of Qualifications Development

I have recently taken on responsibility for development of qualifications at CPCAB and I hope to bring to the role years of experience in the fields of Health, Education and Psychotherapy.

Years ago, as a nurse working with a terminally ill patient in hospital, I was told by my superior that I was “not there to talk to the patients”. That should have been a signal for the route I was to take professionally. Years later, after working in the Acute Psychiatric Unit at Guy’s Hospital and then as a Health Visitor, Health Educator and Lecturer, I took up the challenge of studying first for a Diploma, then a Masters Degree in Integrative Psychotherapy. Since then, I have taught counselling, provided counselling in and co-ordinated the counselling services for a Further Education College and a Primary Care Trust and also worked as an Independent Practitioner and Supervisor.

I am keen to ensure that quality training for Counsellors and Psychotherapists is made available. It is my belief that the training experience should model the ideals of good therapeutic practice. This includes the preparedness and readiness of the tutors and their commitment to sharing their knowledge and ‘selves’ with the trainees. This is not an easy task and demands that they undertake Continuing Professional Development in a range of ways, whilst at the same time having access to supportive systems and colleagues.

It is my intention to ensure that I work with everyone at CPCAB to further the capability of tutors to provide quality courses for our candidates. I will be part of the support team, working to develop quality training programmes for Centre use, with QCA approval. I will also be developing resources for the tutors and

students to access directly in CPD workshops or through the Web.

A new teaching year has begun and the challenge of meeting trainees’ demands and hopes looms large. I would encourage all tutors to remember that the ‘whole’ is a process of growth and change in which we are all fully involved and that we are all striving for the highest possible standards. Have a good year.

Maureen Moore

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New criteria for TC03

There will inevitably be a transition period when there will be a demand for external assessment using both old and new criteria. Please let CPCAB know in writing (email or letter) if you have a TC03 year 2 group who are using the new 2003-4 criteria. This is very important to ensure that groups are presented with the correct Review Paper.

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QCA audit

As part of their routine audit, the Qualifications Curriculum and Assessment Authority (QCA) will be monitoring the CPCAB’s role as an awarding body during the latter half of this year. The QCA has told us that they will contact some Centres for feedback, as part of their standard quality assurance remit. This may also involve a visit.

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Summary of key amendments to the criteria for the 2003/04 teaching year

The unit titles and learning outcomes have not been amended and the overall structure of the elements and criteria remains the same. The element titles and criteria have been re-worded to make them more coherent and user-friendly. The following key amendments have additionally been made:

ICSK02

1.1.1 and 1.1.2: amended to make each criterion more coherent
2.1.1: replaced by two simpler criteria (2.1.1 and 2.1.2)
5.1.1: amended to be more precise
7.1.2: focus changed from *using* to *providing* feedback

CSK02

2.1.2: replaced by two simpler criteria (2.1.2 and 2.1.3)
2.1.3: original criteria replaced by new 2.1.3
3.2.1: renumbered 3.2.2 and vice versa
4.2.1: renumbered 4.2.2 and vice versa
5.2.1 and 5.2.2: amended to be more precise
6.1.1: amended to be more precise
6.1.2: integrated into Unit 4 – new 6.1.2 with focus on self-disclosure & immediacy
7.1.4: deleted

CST02

1.1.3: renumbered 1.2.1
1.1.4: renumbered 1.1.3 and simplified
1.2.1: replaced by original 1.1.3
1.2.2: merged with new 4.1.2 - new 1.2.2 focussed on assessment and referral
1.2.3: deleted
2.2.2: replaced by original 4.1.2
3.2.2: amended to focus on application to the counselling relationship
4.1.2: revised and renumbered 2.2.2 – new 4.1.2 merged with original 1.2.2
6.1.1: renumbered 6.1.4 (+ widened to include clinical audit) and vice versa
6.2.2: amended to focus on the nature of common mental health problems
7.1.1 and 7.1.2: merged into new 7.1.1
7.1.3: renumbered 7.1.2
7.1.4: deleted
7.2.1: renumbered 7.2.2 – new 7.2.1 with focus on understanding supervision

TC03

1.1.4: merged with 1.2.4 (1.1.4 deleted)
1.2.1: merged with 1.3.1 – new 1.2.1 with focus on agency framework
1.2.2: simplified to focus on clinical audit
1.3.2 and 1.3.3: merged into new 1.3.2
1.3.4: renumbered 1.3.3 (1.3.4 deleted)
2.1.2: renumbered 2.1.3 – new 2.1.2 focused on confidentiality (original 2.1.3 deleted)
2.2.1 and 2.2.3: merged into new 2.2.1
2.2.3: amended to focus on managing difficulties and conflicts
2.3.2 and 2.3.3: amended to be more precise
3.1.1: replaced by original 3.2.1
3.1.1, 3.1.2 and 3.1.3: merged into 3.1.2 (3.1.3 deleted)
3.2: element and criteria simplified and made more precise
3.3.3: deleted
4.1.1: replaced with new focus on agency policy and procedures
4.1.4: deleted
4.2.2: replaced with new focus on the use of review and supervision
4.2.3: replaced with new focus on self-awareness
4.3: element and criteria simplified and made more precise
5.2.1 and 5.2.2: merged into new 5.2.2 – new 5.2.1 focused on internal conflict
5.2.3 and 5.2.4: merged into new 5.2.3 (5.2.4 deleted)
5.3: element and criteria simplified and made more precise
6.1.1: renumbered 6.1.3 and vice versa
6.2.2 and 6.2.3: merged into new 6.2.2 (6.2.3 deleted)
6.3: element revised to integrate working at the different Service Levels (new 6.3.4)
7.1.1: replaced by original 7.1.4 (7.1.4 deleted)
7.1.1 and 7.1.2: merged into new 7.1.2
7.2.1: renumbered 7.3.1 and replaced by original 7.2.2
7.2.3: renumbered 7.2.2
7.2.4: renumbered 7.3.3 (7.2.4 deleted)
7.3.1: replaced by original 7.2.1
7.3.2: replaced with new focus on clinical audit.55

EV report for the year

The CPCAB's External Verification Service in 2002 – 2003 saw 28 verifiers visiting 139 Centres in the UK, the Channel Islands and Europe. The reports demonstrated a real shift during the year. Understandably, the uncertainty experienced in the early months (change, confusion and transition) as the new qualifications arrived, showed Centres struggling in the Consultancy phase. During the Assessment phase the EV's reports demonstrated many Centres' and colleagues' successful implementation of their programmes.

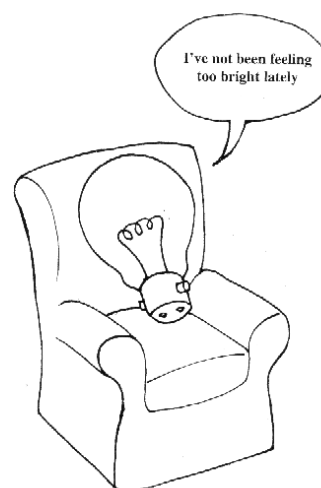
Following a major review (having listened to your feedback) the team of External Verifiers are getting ready to begin this year's verification. You can expect your EV to be contacting you in early October ready to join you in a Consultancy visit during late October or November. In the spirit of collegiate support, your EV is there to ensure that your programmes are delivered in the best possible way – demonstrating consistency, credibility and quality. Our emphasis is on promoting good practice as opposed to 'policing' it and the EV feedback to your Centre is given to help and support you in the delivery of your programmes and share good practice.

Appendix 7 in the Tutor Reference Manual indicates some of the areas your EV will be exploring with you, e.g. preparation for external assessment, candidate portfolios and internal moderation procedures. In the Consultancy visit, your EV would like an opportunity to talk to both trainees and the tutor team as well as look at your supporting documentation (course outlines, assessment processes etc). They will outline this to you when contacting you.

EV Dates:

- 7 February 2004** - EV Training Day for new EVs
- 24 April 2004** – EV Meeting
- 11 Sept. 2004** – Annual Meeting

Jan Mojsa.
Senior Verifier.



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The CPCAB website

We are currently re-designing our website. Copies of many of the documents produced by CPCAB are downloadable from our website, at www.cpcab.co.uk.

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**CPCAB STANDARDISATION TRAINING
2003/2004**

Centre Name:.....

The following tutors will be attending Standardisation Training on the following dates:

Name	Tuesday 23 rd September 2003 Lisburn NI	Friday 26 th September 2003 Runshaw College	Saturday 27 th September 2003 Denham House Atherstone	Thursday 9 th October 2003 Waltham Forest College London	Friday 10 th October 2003 Regent Hall London	Friday 17 th October 2003 SCAT Taunton	Friday 7 th November 2003 Regent Hall London	Saturday 8 th November 2003 Richmond Upon Thames
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