

***Important - please read!***

## **DOCUMENTATION FOR 2005/06 - SOME IMPORTANT CHANGES**

As in previous years, CPCAB documentation has undergone some changes recently. In particular please look out for the following:

### **Tutor Reference Manual**

New arrangements for Reasonable Adjustments and Special Considerations (see TRM); new Enquiries and Appeals policy; new Candidate Registration form and new progression ladder, showing new and amended qualifications

### **Candidate User Guides**

Revised Completion Statement; proforma for externally assessed Self-Review for ICSK-L2; guidance for externally assessed case reviews for new qualifications.

### **Tutor User Guides**

Details of marking schemes for each qualification; signposting to new arrangements for Reasonable Adjustments / Special Considerations (see also back page of this newsletter); and guidance for new external assessments.

### **Website**

Appendix 16 of the Tutor Reference Manual gives an updated list of website documents. These include:

- Guidance to Internal Moderation and Verification;
- Complete Guide to TC-L4 External Assessment;
- Example answers for externally assessed case reviews for new qualifications;
- CPCAB policy on malpractice;
- CPCAB policy on equal opportunities in external assessment.

As always, we welcome your feedback on all aspects of our documentation and where possible use your suggestions to initiate further improvements.

*Thank you.*

**Hmmm ...** a man went to his therapist to ask advice about his wife. "She's redecorating our house, and she's painting everything gold," he said. "What's wrong with her?"

"Hmm," replied the therapist. "It looks like she's suffering from a guilt complex."

## **PEOPLE**

At CPCAB we take pride in the warm relationships we build up with our Centres throughout the country, and we know you appreciate the friendly response from our staff when you get in touch.

Once again this year we have said goodbye to some staff, whilst welcoming new members to the team.

Elaine Follas was PA to Anthony Crouch, our Chief Executive, for almost a year and last month left us to start an entirely new career, working with children with special educational needs. We feel sure you will join us in wishing her well.

This month we are joined by Victor Rigby, who has taken on the new key position of Business Manager. In his previous career he worked in educational publishing and for a national disability charity. Married with two teenage daughters, he's also a keen amateur archaeologist.

Stephen Spraggon has also joined us as Creative Developments Worker. His wide-ranging workload encompasses tasks as varied as film editing and graphic design – so look forward to receiving some exciting and colourful publications in the months to come! He is a recent graduate of Somerset College of Arts & Technology and his interests include photography and playing the guitar.

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## CPCAB FEES - no increase this year

Please note that CPCAB fees will be subject to an increase with effect from next year (Sept. 2006). As you may know, this will be the first increase for two years. More details will be published as soon as available.

## EA FOR DEAF CANDIDATES

We occasionally receive enquiries in relation to the TC-L4 external assessment for deaf candidates.

We are in the process of making arrangements for such candidates and these will be in place in time for the November external assessment. Please contact Marina at CPCAB for more details - mrichards@cpcab.co.uk.

## PRACTICE AND EA VIDEOS

A new practice video will be available this month for CSK-L2. If you would like to receive this in DVD form, please contact Marina at mrichards@cpcab.co.uk.

In response to findings from our initial research during the summer, CPCAB videos for CSK-L2 and CST-L3 external assessment will be replaced by DVDs with effect from January 2006.

You will still be able to request a video if preferred. Please contact Marina (see above) if you would like to find out more.

## QUALIFICATION REVIEW AND EVALUATION

CPCAB is in the process of undertaking a review of its qualifications and progression routes.

This will take the form of a questionnaire, which will be circulated to tutors at Standardisation Days and to External Verifiers at EV training days.

The review is CPCAB's response to a number of developments, including revised National Occupational Standards, proposals for the future regulation of counselling by the Health Professions Council and the impending QCA-led transition from the National Qualifications Framework to the Framework for Achievement (FfA).

We take the opinions and views of our Centres seriously and hope that you will be able to take this opportunity to help us in the review process. Our aim is to continue to provide qualifications and services that maintain high quality standards of training for counsellors and helpers.

As always, thank you for your support

*Maureen Moore*  
*Director of Qualifications Development*

## REGULATION

At the moment there is little to report about the proposed regulation of counselling by the Health Professions Council. Discussions with leading professional associations continue, but no clear guidelines or dates for implementation are available.

CPCAB will, of course, pass on further information to you as soon as it becomes available.

*Maureen Moore*

## PEER SUPPORT QUALIFICATIONS - UPDATE

In the past months we have received many expressions of interest in qualifications at Level 2 in support and helping skills. The proposed applications have been varied, but the main interest has been for use by schools or colleges with young people. Is this, I wonder, linked to a growing awareness in schools that what really matters is relationships formed and the way we manage our interaction within those relationships?

In response, we are about to pilot a new certificate, the **Level 2 Certificate in Listening and Helping Skills**.

It will be accessible to learners as individual units of learning, with modules deliverable in 5 hour "bites" (one day). The principal focus of the certificate is on enabling learners to develop the personal qualities, relationship and facilitating skills needed to provide support to others experiencing difficulties with common life problems.

In relation to young people, research shows that learners who are emotionally healthy are more successful than others who have no support for their problems and that this support can, to a great extent, be provided by fellow members of the learning community.

The certificate will also be of relevance to the 'Aim Higher' programme, which is a national programme aiming to widen participation in higher education by raising the aspirations and developing the abilities of young people from under-represented groups. It includes peer support programmes and confidence building programmes in its list of potentially helpful activities.

The certificate will be applicable to people from the age of 14 years onwards and can be delivered in Centres registered with CPCAB to use the qualification.

We will, of course, keep you informed of progress with the new certificate. However, if you are interested in participating in the pilot please contact Gill Baker at CPCAB head office (gill@cpcab.co.uk).

*Maureen Moore*

## USE AND VALUE OF THE COMPLETION STATEMENT

Have you ever had a candidate who has passed the individual criteria, but who, you recognise, has not properly met the learning outcomes, and hence is not up to standard?

You may have little to go on; something they do in skills practice, or during personal development, or an overall sense that in your professional judgement they are not safe, not yet ready to become a qualified counsellor.

CPCAB realises that your judgement is important and needs to be acknowledged and accepted. **The Completion Statement** is for just such an eventuality. You, the tutor, have the opportunity to delay someone passing by using this form.

Remember, when you sign in the right hand column of the Completion Statement, you are agreeing that they have met the outcomes for that unit and have not just met the individual criteria. You can ask yourself '*overall, can I see that they have achieved the outcome/standard of each unit?*' If in doubt - do not sign.

It is never easy to prevent someone passing right at the end of the course; it is better if you can pick up their weaknesses at an earlier stage and give the candidate an opportunity to correct the situation. *At the risk of teaching grandmothers about egg sucking*, I would like to run through the ways in which you can do this:

- Give the candidates written and verbal feedback in your regular skills sessions, particularly in the final stages.
- Make sure candidates continue providing evidence of their personal awareness, through to the end of the course.
- Set an assignment that could pick up any of the contra-indications.
- Talk to supervisors, if their written report is at variance to your observation (supervisors are often loath to **write** anything negative about their supervisees, but will tell you confidentially on the telephone).
- Ensure you have regular internal or tutor led group supervision within the course structure.
- Ensure that any concerns you have are shared regularly with the candidates and backed up with written tutorial sheets.

It is also important to inform the candidates that you have a responsibility to use this statement at the end if you are unhappy about their standard, so that they are fully aware that **until you have signed, they have not passed!**

*Sue Chance  
Deputy Head of Qualifications*

*(see also "Unit Certification", top of next column)*

## UNIT CERTIFICATION

There has been a minor change to the CPCAB Completion Statement, following CPCAB's scheduled re-accreditation as an awarding body in 2005.

QCA now require awarding bodies to record **unit achievement**, not just the achievement of the whole qualification. As CPCAB units are holistic and integrative, this becomes relevant only in the event of a candidate leaving the course before completing the qualification. In practice this is only likely to affect the 2-year TC-L4 Diploma.

If a candidate leaves the diploma after year one and has successfully completed a whole unit(s), the CPCAB External Verifier must endorse the tutor's assessment of the completion of the unit(s) by reviewing the portfolio and signing the relevant box on the revised Completion Statement. It is the Centre's responsibility to bring any individual portfolios to the External Verifier's attention.

## FRAMEWORK FOR ACHIEVEMENT

The QCA has been consulting stakeholders with a view to replacing the existing National Qualifications Framework with the Framework for Achievement (FfA).

The new framework will be a comprehensive framework for all learners, aged 14 – 90. The pilot stage will begin in January 2006, with a proposed full implementation date in 2010.

The transition will take place over a period of five years, with the current qualifications continuing to be available in their present form during this period.

New qualifications developed will probably adopt the new form recommended by the QCA for the FfA. However, this will not alter the current registration or delivery requirements for Centres. *Maureen Moore*

## NATIONAL OCCUPATIONAL STANDARDS (NOS)

The current National Occupational Standards (NOS) for counselling will expire in 2006.

The process of revising the current NOS has been led by the Employment National Training Organisation (ENTO) in collaboration with the QCA, the professional associations and awarding bodies involved with counselling. NOS are important to all those involved in national qualification design and delivery, because qualifications must be signposted to the relevant NOS.

The revised standards have been submitted to QCA for approval, and final revised standards should be available in November 2005, ready for use in January 2006. We will obviously keep you informed about this development and any implications that the changes might ultimately have for the qualifications and the training process.

*Maureen Moore*

## EXTERNAL ASSESSMENT

A review of the external assessment process in 2005 for ICSK02, CSK02 and CST02 (now ICSK-L2, CSK-L2 and CST-L3) has highlighted some areas that seem to cause continual difficulties with candidates. They may be worth discussing with your students, to clarify misconceptions.

*ICSK-L2 Criteria 1.1: Understand and communicate the limits of your ability*

There is some confusion between the role of a counsellor and that of a helper, with many believing that helpers can just listen, as it is counsellors who give advice; and also that counsellors are always paid (if only that were true!). Also, many candidates did not refer to training when considering differences between helpers and counsellors. **Candidates need to be clear about the limits of proficiency in a helping role and how it differs from a counselling role.**

*ICSK-L2 and CSK-L2: Using counselling skills*

Many candidates are struggling to identify the difference between skills such as paraphrasing and reflecting. **Paraphrasing is more than just reflecting the helpee's/client's last couple of words.** The ability to identify these basic skills is a building block for the development of more advanced counselling skills, and certainly at CSK-L2 level candidates should be able to name correctly/give examples of such skills.

*CSK-L2 Criteria 6.1.2: Use immediacy and self disclosure appropriately*

Again a difficult area for many candidates. Examples cited were often of self-disclosure, even when the question related to immediacy. Many struggled with explaining immediacy and giving an appropriate example from the video. **See Study Focus page on the CPCAB website for information on immediacy.**

*CST-L3 Criteria 4.1.1: Establish a user-centred contract in counselling practice sessions*

This question has proved a constant challenge throughout the year, even within strong groups. Candidates either confuse person-centred with user-centred, or refer to the nuts and bolts of the contractual arrangement, or think that user-centred refers specifically to the agency where the sessions are being held. **Candidates need to be aware that being user-centred is the process of forming a mutually agreed contract that is focused on the client's agenda - not the contract itself.**

*Feedback skills*

Across all the levels, individual candidates have demonstrated weakness in giving feedback. As a guide feedback needs to:

- be addressed to the helper/counsellor;
- be owned by the person giving it;
- show understanding of what effect the intervention has on the session, without making assumptions.

Feedback can be neutral, supportive or challenging, providing peers with the opportunity to review their skills and personal development.

*Reading the question and being specific*

Reading the question and assessing what is required as an answer is vitally important. It is apparent that some candidates either read (*continued next column*)

## External Assessment (continued)

the criteria rather than the question, often missing the point of the question entirely, or couch their answer in such a generalised way that it becomes vague and woolly.

**Candidates need to be encouraged to read the question, look at the key points and then be specific in their answer.**

*Julie Hanks  
Counselling Professional*

## STANDARDISATION TRAINING

A reminder that places for standardisation training are limited and will be allocated on a first-come, first-served basis. Training days for the 05/06 academic year are as follows (10.00 am to 4.00 pm each day):

*Thursday, 6<sup>th</sup> October 2005*

NORTH DOWN AND ARDS INSTITUTE  
Victoria Avenue, Newtownards, Co. Down BT23 7EH

*Saturday, 1st October 2005*

BAWA  
589 Southmead Road, Filton, Bristol BS34 7RG

*Friday, 14th October 2005*

ANAMCARA CENTRE  
Breasy Place, 9 Burroughs Gardens, LondonNW4 4AU

*Saturday, 15th October 2005*

ANAMCARA CENTRE  
Breasy Place, 9 Burroughs Gardens, LondonNW4 4AU

*Saturday, 5th November 2005*

DERBY UNIVERSITY  
Kedleston Road, Derby DE22 1GB

*Please note that failure to meet standardisation requirements may result in your internal assessment being declared invalid!*

## AND FINALLY ...

Eager to learn the marriage guidance counsellor's technique, the trainee counsellor sat at the back of the room as each spouse was interviewed, separately. The counsellor listened patiently to the wife's side of the story, then said, "You are so right."

The wife left and the husband gave his version of events. When he had finished, the counsellor said, "You are so right."

The student was confused. "How can you say the same thing to the husband and the wife? They can't both be right."

The counsellor nodded wisely and said, "You are so right."