

## REFLECTIONS ON STANDARDISATION

It has been very valuable to meet so many tutors and programme coordinators at the standardisation days this autumn. We have been greatly encouraged by the positive comments and feedback, especially on the value of the small group work and the opportunity to meet CPCAB staff and fellow tutors. It was lovely to meet old friends and put faces to those of you who contact us by phone and email throughout the year. I was struck by the enthusiasm and energy generated by the networking between tutors, and the willingness to fully engage in the process of teasing out issues and sharing views openly and co-operatively.

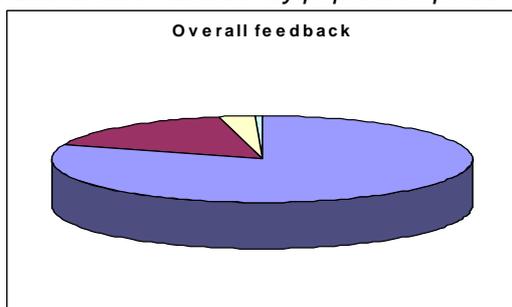
It was a stroke of bad luck that the first time we chose Hendon as the venue, the Northern Line was closed. This meant very difficult journeys for many people. The information we had on parking was also clearly inaccurate, which did not help. This was very sad as the facilities at the Anamcara Centre were excellent and suited the format of the day very well. The Derby lecture theatre was uncommonly hot and the room layout unsympathetic - apologies to my co-sufferers.

I did feel, though, that the larger days with more staff and smaller groups worked well, with a number of tutors feeling surprised and encouraged by how much they got out of the days. After two full years at CPCAB my overwhelming sense is of belonging to an experienced and committed learning community, with shared values and aspirations in the important work that we do.

Thank you for completing the feedback forms. All your comments are logged and used for planning and improving future days. Overall feedback received so far is summarised below.

*Fiona Ballantine Dykes  
 Head of Qualifications*

*PS Marina will be attending the final standardisation day in Bristol on 4<sup>th</sup> March - by popular request!*



### Results

Good (blue)	80%	Average (maroon)	16%
Poor (cream)	3%	Don't know (green)	1%

## LAST CALL FOR STANDARDISATION TRAINING!

The final CPCAB standardisation training session for the 2005/06 academic year will take place on

**Saturday, 4<sup>th</sup> March 2006, from 10 am to 4 pm.**

at the BAWA Sports & Social Club, 589 Southmead Road, Filton, Bristol BS34 7RG. Refreshments and a light lunch will be provided.

Remember - standardisation training is a mandatory requirement for the internal assessment of CPCAB qualifications. This requirement to attend applies to the following:

- one experienced tutor from EACH Centre every year
- all tutors new to CPCAB qualifications
- individual tutors who did **not** attend standardisation training the previous year.

**If you have not yet met these requirements for the 2005/06 academic year, contact CPCAB on 01458 850350 to book a place on the last session for 2005/06.**

*(Centres delivering **only** ICSK-L2s are exempt from mandatory standardisation training. However, CPCAB strongly recommends that tutors attend, especially if the Centre is new to CPCAB).*

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## STAFF CHANGES

In November, we were sorry to say goodbye to Lin Green, well known to many of you as a mainstay of our "Lilac Room" and a driving force behind our standardisation days!

We are delighted to report, however, that she has started a new and exciting life, running a pub in partnership with her husband. We all wish her well, particularly as she has taken on her new role at the busiest time of year.

After Christmas, we will be joined by Jackie Collier. Jackie is a very friendly and outgoing person, and we look forward to working with her. She has a young family, but when she has time enjoys the cinema, travel and reading.

## CLARIFICATIONS FOR SKILLS CERTIFICATES

Some tutors have expressed concern that the wording on CPCAB certificates does not make a clear distinction between qualifications for those using counselling skills in helping roles and qualifications for counsellors.

As you know, at Level 2 students are encouraged to use the word "helping" rather than "counselling" and the QCA is quite specific on this point. To help to avoid possible confusion, the qualifying statement "*skills for helping roles*" has been added to the certificates for ICSK-L2 and CSK-L2: We hope you will appreciate this small change for 2006 and find it useful.

*Fiona Ballantine Dykes  
Head of Qualifications*

## CONTINUING PROFESSIONAL DEVELOPMENT

Many thanks to those of you who filled in a CPD questionnaire recently.

From our list of suggested topics, it seems that "*working with the parallel unspoken process*" and "*working with difficult group dynamics*" would be popular choices. There was a wide selection of other suggestions, such as working with gender issues, handling projection and transference in groups, to working in dual roles.

Our thanks to all who took part, particularly those of you who expressed willingness to help with presenting a course. We look forward to reporting back to you when we have more details.

*Maureen Moore  
Director of Qualifications Development*

## LSC HELPLINE FOR ADULT LEARNERS!

The LSC's *Nexstep* service was established in August 2004 to give free face-to-face information and advice to adults on learning, training, courses and jobs. To date four million people in England have benefited from its work.

*Nexstep* aims to help people aged 20 years and over get ahead and make the most out of life. Whether it is to get advice on doing more reading and writing, to improve job prospects or to get a qualification, people can get help from an independent Nextstep adviser, who will be able to explain what options and financial assistance are available in each local area.

To find their nearest Nextstep office or discuss learning opportunities, adults can call the Nextstep national helpline for free on 08000 931 700 or visit

[www.nextstep.org.uk](http://www.nextstep.org.uk)

## SUPPORTING NP DIPLOMA CANDIDATES (TC-L4)

As I wrote in the last newsletter, not all candidates will be ready to qualify at the end of their course. In fact a 100% pass rate would be rather worrying. What would that say about our standards?

Two points have come to my attention since then. First, tutors marking candidates' portfolios have been passing them, even though they did not really expect the student to pass the external assessment. I wonder if this was because you (the tutors) have an anxiety about being seen as the 'bad guys', so you let the final responsibility rest with CPCAB!

Please, that is not our role. The bulk of the marking is done by you. You know, far more accurately than our assessors, if a candidate is safe to be working with the general public. If someone is not ready to become a qualified counsellor, it is really important that they hear this from the people they know and respect, i.e. *you*. They need to talk about what else they should do, or even if they should be working in this field at all. Your EV can support you in making these decisions.

Secondly, there may be no system in place to support candidates who failed the exam through to a re-sit, or help them reach the required standard if the portfolio was insufficient. For many Centres this is a new experience. You have not had to worry about supporting candidates beyond the end of the course. We are recommending that your Centre creates a way of helping learners complete and/or prepare them for a re sit of the exam if necessary.

There are various ways of arranging this. I have written about one possible system in a 'Study Focus' on our website. Do please take a look. And if you would like help to design something appropriate for your centre, please feel free to call me.

*Sue Chance  
Deputy Head of Qualifications*

## Book Promotion

### PSYCHOLOGICAL THERAPIES IN PRIMARY CARE SETTING UP A MANAGED SERVICE

**Joan Foster and Antonia Murphy**

A useful and practical guide to the management of psychological therapy services within the NHS and other relevant organisations.

The aim of the book is to introduce the case for the management of psychological therapy services in the NHS as a result of recent very significant changes in primary care commissioning and mental health strategy.

**ANTONIA MURPHY**, a graduate in Psychodynamic Counselling from the WPF, has become involved in the national delivery of counselling and psychotherapy in primary care. Vice-Chair of CPC (the Association of Counsellors and Psychotherapists in Primary Care), she is the author of several papers on psychotherapeutic practice in primary care and the NHS, former editor of the Journal for the Foundation of Psychotherapy and Counselling and currently an editorial board member of the Journal of Psychodynamic Practice and Editor of the CPC Review.

**JOAN FOSTER** is the Chair of CPC and has worked as a primary care counsellor since 1992. She has worked as a trainer in time-limited counselling and supervision and runs a number of training courses for CPC. She has been a provider of a primary care counselling service.

Price: **£12.99** Catalogue No: **21943**  
ISBN: **185575343X** KARNAC BOOKS, 6 Pembroke Buildings, LONDON NW10 6RE  
Tel: +44 (0)20 8969 4454 Fax: +44 (0)20 8969 585  
Email: [shop@karnacbooks.com](mailto:shop@karnacbooks.com)

See article on page 5 - CPC, by Antonia Murphy

## NEW FEES FROM SEPTEMBER 2006

Having kept our fee levels down for several years now, we are planning to increase some of them in response to inflation over this period. Consequently, from 1st September 2006 the new fees will be:

<b>ICSK-L2</b>	£33	<b>CST-L3</b>	£105
<b>CSK-L2</b>	£105	<b>TC-L4</b>	£175

There will, however, be no increase in the fees for CSK-L3, CSU-L4, PC-L5 and TCSU-L6. These will remain at this year's special introductory rates.

Appeal fees are set at the same level as the candidate registration fees. External assessment re-sit fees will increase to:

ICSK-L2: £22	CST-L3: £49	CSK-L2: £49
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For all other qualifications, fees stay at this year's levels.

**Benefits:** As this is a piece about costs, it's only fair to also remind you of some of the benefits of choosing CPCAB to accredit your counselling courses.

Firstly, as you know, our training model is generally accepted by the profession as superior to the alternatives and by following its coherent progression route candidates are more likely to get a job in counselling.

Secondly, CPCAB is the only awarding body which is run by counsellors for counsellors and which offers an immediate personal response to your queries from a counsellor or counselling tutor.

Finally, last but not least, all our qualifications attract level C loadbanded rates for FE, whereas most of our competitor awarding bodies only secure level B. This means your college gains substantial additional funding by using CPCAB. Now isn't that good to know!

## A NEW LOOK FOR CPCAB DOCUMENTATION

You may have noticed a new "house style" beginning to appear when we send you information on new developments in CPCAB.

Over the next year, we are planning a completely new look for all of our documentation, and aim to present a more modern, warm and colourful appearance than at present. At the same time, and in response to feedback from our users, we aim to reduce "jargon" wherever possible and use plain English.

We hope you will enjoy this new look and find that it makes our qualifications more user-friendly.

A complete revamp is also underway for the CPCAB website, with an easier-to-use format and more attractive graphics. We would very much like to hear your comments on these and other improvements. Send us your views!

## GOATS FOR AFRICA

We're a sociable lot at CPCAB, and enjoy any excuse for a celebration! Some of us became concerned, though, at the amount being spent on staff birthdays and Christmas. We decided to put the money we would have spent into a pot, to spend on a worthwhile cause when a large enough sum had been gathered.

At Christmas, we were delighted to discover that we had saved enough to pay for two goats to be sent to Africa through the "Send a Cow" charity. This wonderful initiative provides a range of farm animals for victims of extreme poverty in the developing world, together with a range of backup care and advice.

There are heart-warming stories of people whose lives have been changed by these gifts, which have given them and their families a stake in the future.

[www.sendacow.org.uk](http://www.sendacow.org.uk)





## External Assessment Dates: 2006-2007

Year	ICSK-L2 <sup>1</sup>	CSK-L2	CST-L3 <sup>2</sup>	TC-L4 <sup>3</sup> (2 <sup>nd</sup> Year of courses only)
2006	Week commencing: <b>November 20th</b>			Role play/audio tapes: <b>Oct. 9th – Nov 10th</b> Review papers: <b>Nov. 13th – Nov. 17th</b>
2007	Week Commencing: <b>March 12th</b> <b>June 11th</b> <b>August 20th</b>	Week Commencing: <b>January 15th</b> <b>April 23rd</b> <b>July 2<sup>nd</sup></b>	Week Commencing: <b>January 29th</b> <b>May 7th</b> <b>July 2<sup>nd</sup></b>	Role play/audio tapes: <b>Jan.15th – Feb.2nd</b> Review papers: <b>Feb.5th – Feb. 10th</b> Role play/audio tapes: <b>May 14th – June 9th</b> Review papers: <b>June 11th – June 16th</b>

Year	CSK-L3	CSU-L4	PC-L5	TCSU-L6
2006	Week Commencing: <b>January 15th</b> <b>July 2nd</b>	Week Commencing: <b>May 21st</b>	Week Commencing: <b>May 21st</b>	Week Commencing: <b>May 21st</b>

Please note the following:

- ICSK-L2 candidates should be registered within four weeks of the course start date in order that Candidate User Guides can be dispatched as early as possible and candidates booked onto the next External Assessment date.
- For candidates requiring reasonable adjustments in external assessment, please ensure that the *Application for Reasonable Adjustments Form* (CR3), is sent to CPCAB **no later than 8 weeks prior to the external assessment**. Copies of this form (with guidance notes) are available on the CPCAB website or from [admin@cpcab.co.uk](mailto:admin@cpcab.co.uk)
- In order to minimise workload at Centres, all re-sits have now been integrated into the main external assessment dates. **Simply send – to Marina Richards at [mrichards@cpcab.co.uk](mailto:mrichards@cpcab.co.uk) – the names of candidates re-sitting, 8 weeks prior to the next external assessment date.**
- A Centre may only register for an external assessment re-sit candidates who are predicted to be assessed as Proficient in the internal assessment. This re-sit must take place at the next CPCAB specified external assessment date and will be charged as follows:

ICSK-L2 = £22

CSK-L2 and CST-L3 = £49

TC-L4<sup>4</sup> = £125

CSK-L3 = £75

CSU-L4 = £110

PC-L5 and TCSU-L6 = £125

Candidates who are assessed as Not Proficient at their re-sit are not usually recommended to undertake a second re-sit. However under certain conditions this may be considered by CPCAB.

<sup>1</sup> Please note that the video assessment for ICSK-L2 has been replaced by a Self Review to be completed by candidates before the end of the course and sent to CPCAB by the dates published above. Details are available in ICSK-L2 Tutor and Candidate User Guides (downloadable from the CPCAB website).

<sup>2</sup> CST-L3 (**Level 3 Certificate in Counselling Studies**) was previously referred to as CST02 (*Level 2 Certificate in Counselling Studies*). Its assigned level - within the National Qualification Framework - has changed. It is now Level 3 instead of Level 2. This is reflected in the change in qualification name

<sup>3</sup> TC-L4 (*Level 4 Diploma in Therapeutic Counselling*) was previously referred to as TC03 (*Advanced Diploma in Therapeutic Counselling*). Its assigned level - within the National Qualification Framework - has changed. It is now Level 4 instead of Level 3. This is reflected in the change in qualification name

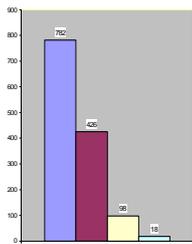
<sup>4</sup> See footnote 3.

## QUALIFICATION REVIEW

There was a very good response to our recent request for feedback on our qualifications. Thank you to all who found time to take part.

We were pleased to see that results were overwhelmingly positive, with a very low level of dissatisfaction with any aspect. Written comments are being analysed under various headings, and will always be taken into consideration when developing the qualifications further throughout the year.

We will issue a detailed report when complete, but in the meantime you may find this graph interesting.



### OVERALL LEVELS OF SATISFACTION

**Note: the figures show the number of responses received, with blue (left) representing yes/good and green (right) representing no/poor etc.**

## CPC - by Suzy Jackson, CEO

Counsellors & Psychotherapists in Primary Care (CPC) is a national professional membership Association. Its aims are to represent counsellors and psychotherapists working in the NHS and to lead the way in establishing national standards and guidelines for the further development of professional and effective counselling throughout the NHS. We provide quality training days, conferences, workshops and bespoke in-house training on a wide spectrum of topics, and have helped develop graduate level training

We have written many publications which have become gold standard benchmarks for the provision of Primary Care Counselling services across the UK.

CPC advises PCTs and NHS Trusts on good practice in setting up managed counselling services, on-going management and strategic thinking, employment issues, accountability, grading and pay, audit, evaluation and clinical governance. It is a Member Organisation of the Psychotherapeutic Counselling Section of UKCP (United Kingdom Council for Psychotherapy) and as such is an accrediting body for UKCP registration.

For more information about Primary Care Counselling, details on Membership or Subscription, why not visit our website: [www.cpc-online.co.uk](http://www.cpc-online.co.uk).

Alternatively, please telephone for more details:  
01243 870701

## ICSK-L2 EXTERNAL ASSESSMENT

### Self review - initial findings

Initial feedback from tutors in response to our e-mail questionnaire suggests that the new Self Review external assessment for ICSK-L2 has been popular with tutors and learners.

While some individual tutors regret the loss of the video, it is clear that the Self Review is equally demanding – if perhaps in a different way – despite initial fears that this assessment would be less challenging.

The numbers of registrations increased significantly this September and even more significantly the “drop out” rate was reduced in relation to candidates who register for the qualification but do not actually take the external assessment. These are both promising signs that a formative rather than a summative assessment under exam conditions is more inclusive and more appropriate at this level.

The final results were in the “normal” range of previous ICSK-L2 external assessments, although we would expect these to improve further as familiarity with the assessment increases. However, it has not all been plain sailing.

Assessment took much longer than expected, even allowing for the “newness” factor, and more papers were moderated to allow for a greater range of possible answers. Candidates generally wrote far more than was required in answer to questions and not always to the point.

CPCAB is issuing detailed feedback to ICSK-L2 tutors and refining the guidance to tutors in the light of the lessons learned from the November assessment. Both the feedback and guidance are available from the ‘News’ section of the CPCAB website.

Any further feedback is welcome and can be addressed to [jhanks@cpcab.co.uk](mailto:jhanks@cpcab.co.uk)

*Julie Hanks  
Counselling Professional*

### By the way ...

A therapist was talking to a client. He wanted to learn something about her personality, so he asked “if you could have a conversation with anyone, living or dead, who would you choose?”

She responded, “the living one”.

\*\*\*\*\*

William told his counsellor, “I’m under a lot of stress. I keep losing my temper with people and insulting them. Please help me!”

The counsellor responded, “tell me about your problem, William”. William glared at him and yelled, “I just did that, YOU %&\*\$£( IDIOT!”.

## LAUNCHING THE LEVEL 5 DIPLOMA IN PSYCHOTHERAPEUTIC COUNSELLING COURSE

When CPCAB announced that the Level 5 Diploma in Psychotherapeutic Counselling (PL-L5) was available, I jumped at the opportunity. So often students had wanted to continue their learning after completing the Diploma in Therapeutic Counselling (TC-L4), but preferably within the locality rather than undertaking a weekly trek to London.

Enthusiastic as I was for this venture, it had to be 'sold' to the college management team, to convince them that I needed time away from teaching to actually write the course: no mean task in today's environment of educational cut-backs. I achieved this by putting together a paper that charted the developing growth of counsellor training within the last decade and, therefore, the additional revenue for the college. So now all I had to do was write the course, but where do you begin?

The start-point was to gather my two lecturing colleagues together to remember the time when we qualified: what we didn't know at the time and what we wished we had been taught. Out of this we realised that we had wanted to know much more about a deeper use of counselling skills and about counselling research. So our submission to CPCAB included these, together with their requirement that client assessment be covered.

The awarding body's submission requirement was helpful in requiring you to think about and plan every aspect of the course. Within a surprisingly short time my submission was accepted and I could then progress with putting some 'meat onto the bare bones' of the course plan. There was some initial concern that funding might be an issue, but we gained approval to run the course from the Learning & Skills Council without any difficulty. So now everything was in place to enable us to provide details for the forthcoming college prospectus.

Many years ago I realised that the number of students progressing onto further courses resembled a pyramid, in that at every step you tend to lose some students. So to enable us to get enough students to run a diploma course we needed at least four Certificate in Counselling Skills courses from which to build our student base.

The counsellor training team nonetheless believed that students who had qualified more than a year ago might get more from this new course than those students who recently passed the Level 4 Diploma in Therapeutic Counselling. I therefore 'dug out' all the address details of past students and mailed them with a short letter explaining our intention to run the course, broadly what it entailed, and pointing them in the direction of the newly published college prospectus for more details. By late June we started to receive a number of applications. All applicants were written to and offered an APL interview in late August/early September. From these we had 18 potential students, but I think that their perception of the complexity of the course put off a few and we finally began the course with fourteen students – a mix of students from last year and most from courses of 2 or 3 years ago.

We are now 10 weeks into the course and it seems to be progressing well. Yet, a couple of issues have surprised me. I had not expected students at this level to become quite so anxious at the prospect of originating a piece of client research. Neither had I expected quite so much enthusiasm and learning from a deeper examination and practise of the use of counselling skills. Lastly, there seems to be little or no difference between those students who recently qualified and those who qualified two or three years ago.

I am pleased that we 'bit the bullet' and made the effort to run this course. I also acknowledge that this outcome is largely due to the enthusiasm of my Head of School about the growth of counsellor training at the college.

*Colin Dendle, Lecturer  
Thurrock & Basildon College*

### And finally ...

A shy student saw a beautiful woman sitting opposite him in the bar.

After an hour gathering up his courage he finally went over and asked if he could buy her a drink - and maybe chat for a while. In reply she yelled very loudly, "*No, I won't sleep with you tonight!*"

The entire bar stopped to stare at them. Completely shattered, he crept back to his table. After a few minutes the woman walked over and apologised. She told him, "I'm sorry if I embarrassed you. You see, I'm a graduate student in psychotherapy and I'm studying how people respond to embarrassing situations."

To which he shouted at full volume, "*What do you mean, £200!*"