



The only awarding body
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for counsellors

CPCAB's Covid-19 mitigation for regulated qualifications

Guidance for centres for 2021-2022

September 2021

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Context and purpose of ongoing adaptation approaches

Dear Heads of Centre, Tutors, Exams Officers, and other Centre Staff,

This guidance document supersedes all previous Covid-19 Mitigation guidance issued to centres prior to September 2021. This guidance document follows the regulatory requirements set out in Ofqual's 'Vocational and Technical Qualifications Contingency Regulatory Framework' – or VCRF for short, which has now been extended to cover the 2021-2022 academic year.

We like to call this book the '**2021-22 Survival Guide**' and we hope it helps you navigate the tricky waters of qualification delivery and assessment into the 2021-22 academic year.

We at CPCAB hope that you and your loved ones continue to stay well during the ongoing Covid-19 situation and are adapting to the varying governmental steps being taken to keep us all safe.

Since the earliest indication that the pandemic might reach the UK, with a potential impact upon our centres and candidates, CPCAB have been working hard behind the scenes to respond to the changing situation and ensure that we minimise the negative effects of this wherever possible. It is now clear that continued flexibility is required to respond to the ongoing effects of the pandemic throughout 2021-22. CPCAB have updated this guide to take into account the ongoing permissions issued by our regulators and the directions of the Department for Education. In short, these permissions allow a continuation of the adaptations to our qualifications which enable candidates to meaningfully engage with their training. Our adaptations are designed to be flexible to suit all centres, whether courses are being delivered in the classroom, in a blended format or fully online.

As a regulated Awarding Organisation CPCAB have worked closely with our Regulators; Ofqual in England, Qualifications Wales in Wales, and CCEA Regulation in Northern Ireland to ensure that any approach to mitigate the effects of the COVID-19 situation permits the continued regulated status of our qualifications.

Regulatory Context

In October 2020 Ofqual released the Extended Extraordinary Regulatory Framework (EERF) which built upon the guidance in the initial ERF, to confirm which approaches to qualification delivery and assessment were permissible at the start of the 2020-21 academic year. These 2 frameworks were combined into the [Vocational and Technical Qualifications Contingency Regulatory Framework](#) – or VCRF for short, in March 2021. The VCRF has now been extended into the 2021-22 teaching year, with some minor amendments.

Ofqual and the other regulators aim was to continue to provide a flexible framework for VTQs (Vocational and Technical Qualifications) that is responsive to the diversity and richness of VTQs while upholding standards and public confidence in qualifications.

Under the VCRF:

- CPCAB's qualifications at level 4 and above continue to be categorised as **Category A** as they are occupational competence qualifications. This means that the Covid-safe adapted External Assessment for TC-L4 can continue as previously expected, and the Covid-safe remote External Assessments for LC-L4, PC-L5, CBT-L5, CYP-L5 and TCSU-L6 can also continue as expected.

- CPCAB’s qualifications at levels 2 and 3 which were previously categorised as one of the **Category B** options for ‘VTQs which are dissimilar to GCSEs and A Levels’, have now been re-categorised under **Category A**. However, as CPCAB already have in place suitable adapted External Assessments for these qualifications, this re-categorisation will not affect our expected assessment programme.

The new extension of the VCRF retires the Category B option that required calculated results to be provided, and now all VTQs will be required to adapt their assessments. As stated above this does not result in a change of approach for CPCAB. If centres wish to research more thoroughly to understand the VCRF principles and how they are being applied to CPCAB’s adaptation approach, please refer to Ofqual’s publication of the updated VCRF [here](#).

CPCAB’s commitment

Alongside our regulators, CPCAB are committed to upholding the standards of our qualifications alongside ensuring that learners continue to engage meaningfully with their studies. We aim to work collaboratively with our centres, in good faith, to support them throughout these unusual times.

Our qualification suite is diverse in its styles of delivery and assessment, and this made developing a robust and flexible range of qualification adaptations an interesting challenge. We also understand that our centres are diverse and therefore, there is no ‘one size fits all’ solution. We encourage centres to engage with us to find a way through. Our key message to you at this time is that we are all in this together, and we want to work alongside you. Our staff are available by phone and email Monday-Friday to respond to your queries. There is no such thing as a silly question – if you are not sure then please do contact us.

CPCAB are obliged throughout this process to ensure that we uphold the word and the spirit of equalities legislation, and we are committed to ensuring that wherever possible potential barriers to completion are removed for candidates. Any candidates requiring reasonable adjustments should be taken into consideration throughout the provision of any adapted delivery and assessment.

How to use this guidebook

This guidebook is provided to help CPCAB’s regulated centres understand the ongoing delivery and assessment approaches for each of the qualifications they offer.

Important; please note that only CPCAB’s regulated qualifications are directly covered in this guidance document’. For guidance on Tailormade (bespoke) qualifications and any CPD endorsed programmes we encourage you to contact our TMQ and CPD staff directly for support on your bespoke programmes.

While the guidance is directed at centre staff, this guidebook will also be available for public viewing on the CPCAB website. In the interests of transparency and consistency of information, we believe it is important that this guidebook is also available to candidates.

The contents pages should allow you to flip to the sections on your qualifications. There is also a bibliography and glossary of terms in the appendices.

If you are unsure about any of the guidance, please contact us to ask. There is also an accompanying [CPCAB Statement](#), and set of [FAQs](#) relating to our pandemic delivery provision available on the [News](#)

page of our website. It is possible that there may be situations we have not covered in this book (we are all human after all!) and we are committed to providing additional supplementary guidance promptly should there be any areas of omission.

Summative table of qualification adaptations

Qualification-specific guidance

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 2 Award in Effective Listening Skills ELSK-L2	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>N/A</p> <p>There is no External Assessment for this qualification.</p>	<p>Centres should submit work to CPCAB for Independent Verification as usual.</p>
Level 2 Award in Introduction to Counselling Skills ICSK-L2	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>N/A</p> <p>There is no External Assessment for this qualification.</p>	<p>EQA for ICSK-L2 will be carried out through Covid-Safe External Verification – see section on EQA for more information.</p>

Level 2 Award in Understanding Substance Misuse USM-L2	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>N/A</p> <p>There is no External Assessment for this qualification.</p>	<p>Centres should submit work to CPCAB for Independent Verification as usual.</p>
Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 2 Certificate in Counselling Skills CSK-L2	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>CPCAB have adapted the External Assessment for this qualification – see chapter on CSK-L2 for more information.</p> <p>All CSK-L2 candidates will sit the remote-adapted External Assessment.</p>	<p>EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information</p>

Level 3 Certificate in Counselling Studies CST-L3	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>CPCAB have adapted the External Assessment for this qualification – see chapter on CST-L3 for more information.</p> <p>All CST-L3 candidates will sit the remote-adapted External Assessment.</p>	<p>EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information</p>
Level 3 Certificate in Life Coaching Studies LCS-L3	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>CPCAB have adapted the External Assessment for this qualification – see chapter on LCS-L3 for more information.</p> <p>All LCS-L3 candidates will sit the remote-adapted External Assessment.</p>	<p>EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information</p>

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 4 Diploma in Therapeutic Counselling TC-L4	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>CPCAB have adapted the External Assessments for this qualification – see chapter on TC-L4 for more information.</p> <p>All TC-L4 candidates will sit the remote-adapted External Assessment.</p>	<p>EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information</p>
		<p>Internal Assessment Additional Requirements</p> <p>Where client placement hours are unable to be completed face-to-face due to Covid-19, and where it is ethical to do so, CPCAB are permitting hours to continue to be accrued though online/telephone means. See chapter on TC-L4 for more information. Centres and candidates are also advised to refer to the guidelines issued by their chosen professional association to ensure that they continue to meet membership/accreditation requirements.</p> <p>CPCAB have also issued post-pandemic placement ratio requirements which will come into effect once the VCRF is 'switched off'. Centres and candidates should consider these ratios as <i>advisory</i> until further notice.</p> <p>Personal therapy and candidate supervision are also permissible through online/ telephone means.</p>		

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 4 Diploma in Life Coaching LC-L4	Centres should look to adapt delivery to either: <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	Centres should look to complete Internal Assessment as normal. All IA arrangements should be completed by the centre through Covid-safe practices. IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.	The standard LC-L4 External Assessment is suitable for delivery during the pandemic, and therefore no adaptation is necessary. All LC-L4 windows will run as usual and centres should issue the EA materials through Covid-safe practices.	EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information
		<p>Internal Assessment Additional Requirements</p> <p>Where coachee placement hours are unable to be completed face-to-face due to Covid-19, and where it is ethical to do so, CPCAB are permitting hours to continue to be accrued though online/telephone means. See chapter on LC-L4 for more information. Centres and candidates are also advised to refer to the guidelines issued by their chosen professional association to ensure that they continue to meet membership/accreditation requirements.</p> <p>CPCAB have also issued post-pandemic placement ratio requirements which will come into effect once the VCRF is 'switched off'. Centres and candidates should consider these ratios as <i>advisory</i> until further notice.</p> <p>Candidate personal life coaching and life coaching supervision is also permissible through online/telephone means.</p>		

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 5 Diploma in Psychotherapeutic Counselling PC-L5	Centres should look to adapt delivery to either: <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	Centres should look to complete Internal Assessment as normal. All IA arrangements should be completed by the centre through Covid-safe practices. IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.	The standard PC-L5 External Assessment is suitable for delivery during the pandemic, and therefore no adaptation is necessary. All PC-L5 windows will run as usual and centres should issue the EA materials through Covid-safe practices.	EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information
		Internal Assessment Additional Requirements Where client placement hours are unable to be completed face-to-face due to Covid-19, and where it is ethical to do so, CPCAB are permitting hours to continue be accrued though online/telephone means. See chapter on PC-L5 for more information. Centres and candidates are also advised to refer to the guidelines issued by their chosen professional association to ensure that they continue to meet membership/accreditation requirements. Candidate personal therapy and supervision are also permissible through online/telephone means.		

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 5 Diploma in Cognitive Behavioural Counselling CBT-L5	Centres should look to adapt delivery to either: <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	Centres should look to complete Internal Assessment as normal. All IA arrangements should be completed by the centre through Covid-safe practices. IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.	The standard CBT-L5 External Assessment is suitable for delivery during the pandemic, and therefore no adaptation is necessary. All CBT-L5 windows will run as usual and centres should issue the EA materials through Covid-safe practices.	EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information
		Internal Assessment Additional Requirements Where client placement hours are unable to be completed face-to-face due to Covid-19, and where it is ethical to do so, CPCAB are permitting hours to continue to be accrued though online/telephone means. See chapter on CBT-L5 for more information. Centres and candidates are also advised to refer to the guidelines issued by their chosen professional association to ensure that they continue to meet membership/accreditation requirements. Candidate personal therapy and supervision are also permissible through online/telephone means.		

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
*NEW				
Level 5 Diploma in Counselling Children and Young People CYP-L5	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>The standard CYP-L5 External Assessment is suitable for delivery during the pandemic, and therefore no adaptation is necessary.</p> <p>All CYP-L5 windows will run as planned and centres should issue the EA materials through Covid-safe practices.</p>	<p>EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information</p>
		<p>Internal Assessment Additional Requirements</p> <p>Where client placement hours are unable to be completed face-to-face due to Covid-19, and where it is ethical to do so, CPCAB are permitting hours to continue to be accrued though online/telephone means. See chapter on CYP-L5 for more information. Centres and candidates are also advised to refer to the guidelines issued by their chosen professional association to ensure that they continue to meet membership/accreditation requirements.</p> <p>CPCAB have also issued post-pandemic placement ratio requirements which will come into effect once the VCRF is 'switched off'. Centres and candidates should consider these ratios as <i>advisory</i> until further notice</p> <p>Candidate personal therapy and supervision are also permissible through online/telephone means.</p>		

Qualification	Delivery	Internal Assessment	External Assessment	External Quality Assurance (EV Visits)
Level 6 Certificate in Therapeutic Counselling Supervision TCSU-L6	<p>Centres should look to adapt delivery to either:</p> <ul style="list-style-type: none"> • Covid-safe classroom-based learning • Blended learning • Online delivery <p>*Where centres are delivering through blended or online means they must have applied for and received CPCAB approval of their delivery plans</p>	<p>Centres should look to complete Internal Assessment as normal.</p> <p>All IA arrangements should be completed by the centre through Covid-safe practices.</p> <p>IA is subject to the usual Internal Verification and Moderation procedures in place at the centre.</p>	<p>The standard TCSU-L6 External Assessment is suitable for delivery during the pandemic, and therefore no adaptation is necessary.</p> <p>All TCSU-L6 windows will run as usual and centres should issue the EA materials through Covid-safe practices.</p>	<p>EQA for this qualification will be carried out through Covid-Safe External Verification – see section on EQA for more information</p>
		<p>Internal Assessment Additional Requirements</p> <p>Where supervision placement hours are unable to be completed face-to-face due to Covid-19, and where it is ethical to do so, CPCAB are permitting hours to continue to be accrued through online/telephone means. See chapter on TCSU-L6 for more information. Centres and candidates are also advised to refer to the guidelines issued by their chosen professional association to ensure that they continue to meet membership/accreditation requirements.</p> <p>Candidate supervisory supervision is also permissible through online/telephone means.</p>		

Centre and candidate participation in adaptations

It is a requirement for centres running regulated qualifications that where CPCAB set out adaptation processes that these are followed in full by the centre. CPCAB's adaptations have been mapped to the VCRF, and are designed to ensure that delivery is robust and assessment is valid and reliable, and therefore that our qualifications retain their regulated status and public confidence. We anticipate that centres will be happy to engage with these adaptations to ensure that candidates gain the most from their training and are able to continue to access centre-run qualifications.

Malpractice and Maladministration

In this unusual situation the regulators, and we at CPCAB, must ensure that the VTQ Contingency Regulatory Framework (VCRF) and its associated mitigation approaches do not permit opportunities for malpractice or maladministration to take place undetected. For example, this could be:

- Centres delivering fewer than the stated Guided Learning Hours (GLH) when converting to online delivery
- Centres delivering online without prior approval from CPCAB
- Registering a group under a tutor(s) who are not the tutor(s) teaching the group
- Someone other than the tutor responsible for the group signing authenticity statements
- Tutors signing authenticity statements without having checked the work to ensure it is free from plagiarism
- Tutors signing authenticity statements when they have reason to believe a candidate's submission may not be entirely their own work
- Centres not adhering to the timeframes or requirements of new adapted assessments
- Tutors assessing or giving feedback on externally assessed work before it is submitted to CPCAB

CPCAB are confident that centres will act in good faith during this time, and that due care and attention to the process will be paid to ensure that no forms of maladministration or malpractice occur. If you are unsure about any of the requirements, please ask us for clarification.

However, we will also need to carry out quality audits of information supplied and this may be through contacting you for more information during the process, or we may ask to see specific documentation of your decisions at future External Verification visits. We, therefore, ask centres to keep robust internal documentation of any decisions made or changes to delivery or assessment that occur as a result of mitigation. And, as always, contact us if you are not sure or would like further support.

How the arrangements will end

At this point in the COVID-19 situation it is hard to put a timeframe on the process. Ofqual's VTQ Contingency Framework (VCRF) has been extended into the academic year 2021-22. We will be advised by Ofqual when they consider it appropriate to 'switch off' the VCRF. At this point all adaptations that have not become part of CPCAB's standard processes will cease. CPCAB will make a centre-wide announcement when this becomes the case.

Within CPCAB, we are open to learning from this process. Any feedback received from centres on the impact of the adaptation approaches will be seriously considered and may inform future offerings from CPCAB.

Online and blended course delivery

Centres are permitted to adapt to online/blended delivery of course Guided Learning Hours (GLH). This includes all content and practical aspects of the qualification including theoretical lectures, skills practice sessions, tutor observations, tutorials etc.

It is possible to deliver the requisite aspects of all CPCAB qualifications through remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates. CPCAB believes that counselling training requires a high ratio of person-to-person connection and therefore online/blended delivery must be designed to enable candidates to engage meaningfully with the tutors and each other. Our aim is to support you to continue to deliver **good quality training**, whether this be face-to-face, online or blended.

Stipulations

Centres must have received CPCAB pandemic approval to deliver in an online or blended format **for each separate level of qualification**. If you intend to deliver either fully online or in a blended-classroom please access the [CPCAB Remote Delivery Approval form here](#). This application form is applicable for temporary pandemic online delivery permission. If you are interested in online delivery beyond the end of the VCRF please see [CPCAB's website for information on ongoing post-pandemic online delivery options](#).

If a centre has begun the teaching year delivering in classroom, but due to local lockdowns or changes in candidate or tutor circumstances delivery needs to move online, you must at that point notify CPCAB and complete an online delivery approval form if one has not already been approved.

From September 2021 onwards CPCAB have issued a new clearer definition of Guided Learning Hours:

*Centres must ensure that all GLH hours are fully accounted for through either **face-to-face tutor contact time**, or **synchronous online delivery**.*

- *Synchronous online delivery is where the tutor and candidates are interacting in different places but at the same time, e.g. live webinars, live video group sessions.*

Asynchronous delivery, while very beneficial to the learning process, is not counted as GLH and is counted in the Total Qualification Time (TQT) aspect of the qualification.

- *Asynchronous online delivery is where the tutor and candidate are working in different places and at different times, e.g. watching a pre-recorded webinar, focused self-study.*

Support Available

CPCAB have developed [CPCAB's Guidance on Remote and Blended Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using online technology and distance learning techniques. CPCAB have also developed a range of online and video resources to support centres in understanding the range of possibilities for blended or online delivery, [available here](#).

Where centres apply for post-pandemic online delivery permission, they will need to sign up to the [CPCAB's Quality Framework for Online Delivery](#). While this is not a requirement for temporary pandemic online delivery permission, this framework may be a useful tool for centres wishing to ensure their online delivery is a high standard.

ELSK-L2, ICSK-L2, USM-L2: Adaptation Process for Level 2 Award in Effective Listening Skills (ELSK-L2), Level 2 Award in Introduction to Counselling Skills (ICSK-L2) and Level 2 Award in Understanding Substance Misuse (USM-L2)

Adaptations

These three qualifications are combined in this guidance booklet as they are all composed of a single assessment outcome - the Internal Assessment of portfolio work. They include no further qualification components.

Internal Assessment

Centres are permitted to adapt to remote/online assessment of candidate course work. This includes e-marking of assessment criteria, virtual assessment of practical aspects of the qualification, final sign-off of portfolios.

The adaptation process for these qualifications is considered fulfilled if a centre is able to convert delivery to online, blended or Covid-safe classroom delivery and where Internal Assessment can be completed by the centre through Covid-safe practices. See the chapter above for further guidance on online/blended delivery.

Internal Assessment: Results

Internal Assessment results should be communicated to CPCAB in the usual way and certificates will be generated promptly. If centres are physically closed and wish certificates to be sent to a different address, please advise us of this in advance at exams@cpcab.co.uk.

Quality Assurance

Centres must ensure that all the usual centre-based Internal Quality Assurance processes take place. For ELSK-L2, USM-L2 and ICSK-L2 an Internal Moderator must sample each group to standardise the level of assessment. For ELSK-L2 and USM-L2 this evidence should be sent along with the required sample of work, to CPCAB for Independent Verification. For ICSK-L2 evidence of Internal Moderation and samples of candidate work must be retained for viewing by the CPCAB External Verifier and made available through remote means.

CSK-L2, CST-L3, LCS-L3: Adaptation Process for Level 2 Certificate in Counselling Skills (CSK-L2), Level 3 Certificate in Counselling Studies (CST-L3) and Level 3 Certificate in Life Coaching Studies (LCS-L3)

Adaptations:

These three qualifications are combined in this guidance booklet as they are all composed of two assessment components - the External Assessment (examination) and the Internal Assessment of portfolio work.

Internal Assessment

Centres are permitted to adapt to remote/online assessment of candidate course work. This includes e-marking of assessment criteria, virtual assessment of practical aspects of the qualification, final sign-off of portfolios wherever possible.

The adaptation process for the Internal Assessment of these qualifications is considered fulfilled if a centre is able to convert delivery to online, blended or Covid-safe classroom delivery and where Internal Assessment can be completed by the centre through Covid-safe practices. See the earlier chapter for further guidance on online/blended delivery.

Internal Assessment: Results

IA results should be communicated to CPCAB in the usual way and once combined with a proficient External Assessment result, certificates will be generated promptly. If centres are physically closed and wish certificates to be sent to a different address, please advise us of this in advance at exams@cpcab.co.uk.

Quality Assurance

Centres must ensure that all the usual centre based Internal Quality Assurance processes take place, and that work must be retained for viewing by the CPCAB External Verifier and made available through remote means.

External Assessment – Adapted EA - Reflective Review

CPCAB have followed Ofqual instruction to adapt the External Assessments for these 3 qualifications. The purpose of the adaptations are to enable the assessment to measure a candidate's knowledge and reflective skills, whilst not requiring a face-to-face invigilated environment that could potentially put individuals at risk.

These adapted External Assessments are now planned to stay in place beyond the end of the pandemic. The guidance in this book will soon be transferred into the standard qualification documents for future use.

The External Assessments are now in the format of a **structured reflective review paper** which is completed by the candidate at home, over a 1-week period. Candidates will be asked to answer a set of questions based on the same Learning Outcomes which would have been the focus of the previous

EA. However, there is no stimulus DVD, or timed invigilation involved and therefore no need for candidates to attend at the centre to complete the assessment.

It is vital that the reflective review is **all the candidates own work**, and any forms of plagiarism will result in a paper being **declared void**. Tutors have an important role in confirming the authenticity of submitted work and should carefully read the section below for guidance on how to check a paper for authenticity and confirm this prior to submission.

Structure

CSK-L2: The paper will contain 5 questions, split into part a & b. Candidates will be required to achieve 6 out of 10 possible marks to be found proficient.

The overall word count **must not exceed 1000 words**. It is suggested that candidates split the word count equally over each question, therefore approximately 100 words per part. There is no 10% leeway above this word count.

CST-L3: The paper will contain 6 questions, split into part a & b. Candidates will be required to achieve 8 out of 12 possible marks to be found proficient.

The overall word count **must not exceed 1200 words**. It is suggested that candidates split the word count equally over each question, therefore approximately 100 words per part. There is no 10% leeway above this word count.

LCS-L3: The paper will contain 6 questions, split into part a & b. Candidates will be required to achieve 8 out of 12 possible marks to be found proficient.

The overall word count **must not exceed 1200 words**. It is suggested that candidates split the word count equally over each question, therefore approximately 100 words per part. There is no 10% leeway above this word count.

No footnotes, appendices, references, or bibliography are required and will not be assessed.

Headings, names, and the questions themselves are **not** included in the candidates' word count.

Candidates must stay within the maximum word count. Any text which exceeds the word count will not be assessed. Candidates **must write their overall word count in the box on the front of the paper** before submitting it to their tutor. Papers which do not state a word count may not be able to be assessed.

Content and Depth

In each paper candidates will be expected to demonstrate the knowledge they have gained throughout the qualification to date, and show their ability to reflect on their application of skills at either a level 2 or level 3 depth. Papers are designed to allow candidates to show their knowledge, and give them the opportunity to do their best in external assessment.

Candidates should pay careful attention to the descriptor terms used in questions, e.g. state, describe, reflect on, and ensure their responses are in line with what is being asked of them.

Candidates may be asked to give examples from helping skills sessions, counselling skills sessions, or coaching skills sessions that they have participated in in class. These examples do not need to be verbatim, or contain direct quotes.






Where candidates may be asked to refer to a theoretical model, they **must not** quote sections of text from books, the internet, or materials provided by the centre. They should explain models using correct terminology but explain the details of the model in their own words. There is no need for candidates to include quotations or referenced material from any texts in their paper. Quotes will not be marked and will not contribute towards a candidate’s proficiency. **The paper must be in their own words.**

Centre Facilitation

CPCAB will issue the question paper by secure email to centres on the Monday morning of a pre-set date. The centre must then keep this paper confidential until it is issued to all candidates in a group at the same time (it is suggested that this is in their usual course delivery time during that week). Candidates then have 1-week precisely to complete the paper and must return it to the centre at the same time the following week. **Candidates MUST ONLY have access to the paper for a single week (7-days).**

Centres must then return all completed papers to CPCAB by end of day the following Sunday. Therefore, completing the 2-week EA period.

Example schedule of issue:

				
CPCAB emails papers to centre	Centre issues papers to candidates	Candidates return papers to centre	Tutor conducts authenticity checks, and checks the paper for candidate signature and word count.	Centre returns papers to CPCAB
Monday am week 1	e.g. Tuesday evening week 1 (in usual class time)	e.g. Tuesday evening week 2 (the following week in class time)	Between the Tuesday evening and the time it is submitted to CPCAB	By the end of week 2

This process should mimic a typical 1-week turnaround for completing a journal or other class-set exercise. Centres must ensure that candidates do not have longer than 1 week to complete their papers.

Papers are issued electronically in Microsoft Word document format, and it is expected that centres establish a way of transferring (usually by email) this document between themselves and candidates. Papers must be word-processed and returned as Microsoft Word documents back to CPCAB by email,

although this can also be done via secure online transfer e.g. We-Transfer, Dropbox. Papers in formats other than Word cannot be accepted. **Please do not convert documents to PDFs.**

CPCAB will also provide a 'Tutor Facilitation Guide' to centres which includes a standard statement of guidance to be read to the group, or sent by the tutor to each candidate, to ensure that the EA requirements are verbalised and understood. The centre must ensure this guidance is read and fully understood by tutors and candidates before the EA period commences.

At the conclusion of the window the tutor registered to the group must complete the 'Tutor Group Facilitation Form' giving details of the EA process at the centre. This must be filled in, e-signed and returned alongside the EA papers. This form includes confirmation by the registered tutor that the correct timeframes and processes have been followed, and failure to complete this may result in papers not being assessed.

Centres must make sure that all sections of the EA papers are completed prior to returning them to CPCAB. This includes candidate names and numbers, candidate and tutor **e-signatures** to confirm authenticity, and the **word count** of the overall submission in the top right corner of the paper. Failure to complete all required details may prevent the marking of assessment papers taking place.

It is the centre's responsibility to ensure that all candidate details are correctly completed on the papers submitted to CPCAB.

It is the centre's responsibility to ensure that the correct papers are issued to candidates and that the correct papers are returned to CPCAB.

CPCAB cannot assess papers that have been incorrectly issued, or incorrectly returned, or where the integrity of the assessment process has been compromised.

CPCAB cannot assess late papers submitted beyond the final date of the assessment window.

Reasonable Adjustments

Centres should consider any Reasonable Adjustments (RA) which may be appropriate for candidates with additional needs. The adapted assessments do not take place under timed exam conditions so many RA will not be appropriate, e.g. extra time, supervised rest breaks. For an open-book assessment Reasonable Adjustments are more likely to take the form of those provided by the centre for Internal Assessment, e.g. use of assistive software, increased font size. CPCAB are keen to ensure that the assessment is a level playing field and therefore where appropriate centres are advised to make RA applications as soon as possible in the usual way using [CR3 from the CPCAB website](#).

Authenticity

Each paper will need to be submitted with a completed Authenticity cover sheet which includes an authentication statement. This **must be e-signed by candidates**, stating they have not sought guidance or gained an advantage from other candidates, nor shared their answers with any other candidate, nor copied/plagiarised materials or ideas (either from texts/internet/peers) that are not their own when forming their answers. However, they are allowed to use their course resources, texts, the internet etc, to research if required.

It is vital that the wording of their answers is their own, and not that of texts, internet, peers, tutors, or other external points of authority. **If plagiarism is identified in candidate work, then the paper will be declared void.**

Tutors are required to review each candidate's work prior to submission to CPCAB to ensure that it does not duplicate that of other candidates in the group and is written (based on their professional experience of the candidate) in their recognised style of composition and level of work. They should also look for any other signs of potential plagiarism, including evidence of work copied from texts or the internet. **It is vital that the tutor understands their role in ensuring the authenticity of any candidate submissions sent to CPCAB.** The tutor must e-sign the authenticity statement on the cover sheet. Submissions received without both the candidate and tutor e-signatures will not be assessed.

Tutors must not provide feedback, suggestions, or any form of assessment of the candidates' answers. Tutors may issue the standard CPCAB guidance but must not further assist candidates in the completion of the paper itself.

If a tutor becomes aware of any authenticity issues with a candidate's work, e.g. that it has been copied or that a candidate has allowed another to copy their work, they are obliged to report this to CPCAB at exams@cpcab.co.uk. Please **do not submit** papers to CPCAB if you are unable to confidently assure us of their authenticity.

Mock External Assessment

All External Assessment windows for CSK-L2, CST-L3 and LCS-L3 will have a mock paper provided in advance. This mock paper will be in the format of the adapted assessment and will be provided to you with the accompanying guidance. Please contact exams@cpcab.co.uk if you have not received your mock paper in ample time.

CPCAB Validation Process

CPCAB External Assessments have been standardised and validity tested by a team of Counselling Qualification Professionals and mapped to the national regulated qualification standards of the Regulated Qualifications Framework (RQF). CPCAB also carry out significant post-assessment quality assurance, to ensure that proficiency rates are in-line with prior attainment data and the standards that CPCAB are known for are upheld throughout this process.

Assessment and Moderation

CPCAB's team of trained and standardised assessors mark the submitted reviews. These are second-marked (moderated) by a team of trained and standardised moderators. These assessments and moderations are checked against the prior attainment data for the qualification to ensure parity of competence with previous years. This is designed to ensure public confidence in the qualification, and overall satisfaction that the results meet the expected qualification standard.

Results

Candidate External Assessment results are issued in the normal way via the CPCAB portal. Following the issue of results centres can book a feedback phone call with one of our Counselling Qualifications Professionals to discuss any Not Proficient candidates and whether an appeal or re-sit might be appropriate.

Appeals

Appeals to CPCAB regarding Not Proficient results can be made in the normal way and are subject to the usual appeal fees. Appeals initiate a re-marking of the assessment by a new assessor and (if necessary) a new moderator.

Re-sits

Should a candidate be assessed as Not Proficient in this External Assessment candidates can re-sit in the next available assessment window. Centres must follow the usual re-sit process and the standard fees apply. Centres can book re-sits directly via the CPCAB Portal.

Important EA Guidance

- Tutors must not assess any part of the reflective reviews. This includes giving informal feedback, or having assessed parts of it previously as a mock example.
- Tutors must not give candidates longer than 1 week to complete the papers.
- Centres must return all papers and the Tutor Facilitation Form to CPCAB by the end of week 2.
- Candidate's work must be entirely their own, and they must not allow their work to be copied by other candidates.
- Submissions deemed to contain plagiarised work will be void.
- Candidates and tutors must e-sign the authenticity sheet and understand the process for confirming authenticity.
- Candidates must complete all required personal details on their reflective reviews, including their exact word count.
- Submissions that are late, in an incorrect format, the wrong or mock paper, or missing required information cannot be assessed.

TCL4: Adaptation Process for Level 4 Diploma in Therapeutic Counselling

Adaptations

- *course delivery method: adapted to online or blended or Covid-safe classroom*
- *internal assessment: adapted to remote or blended or Covid-safe classroom*
- *placement work: adapted to online/telephone or Covid-safe practices*
- *external assessment: adapted to a Structured Case Review*

The process for ensuring that TC-L4 candidates complete in the expected timeframe is more complicated than most CPCAB qualifications due to many factors, not least that the TC-L4 qualification is an accepted benchmark qualification for entry level to the counselling profession. This acknowledgement of the purpose of the qualification being to signal occupational competence means that any form of adaptation needs to ensure that it does not detract from the robustness of the qualification.

CPCAB therefore have put into place a range of adaptations to remove all possible barriers to completion, whilst still holding the integrity of the qualification intact and maintaining public confidence in those holding this qualification when entering the field of employment.

Internal Assessment

Centres are permitted to adapt to remote/online assessment of candidate course work. This includes e-marking of assessment criteria, virtual assessment of practical aspects of the qualification, final sign-off of portfolios wherever possible.

The requisite aspects of the TC-L4 Internal Assessment are possible to be completed through remote technology.

The adaptation process for the Internal Assessment of portfolio work for this qualification is considered fulfilled if a centre is able to convert delivery to online, blended or Covid-safe classroom delivery and where Internal Assessment can be completed by the centre through Covid-safe practices. See the earlier chapter for further guidance on online/blended delivery.

CPCAB have recently issued guidance on post-pandemic online delivery permissions which will come into effect at the conclusion of the VCRF. These include a 75% face-to-face delivery requirement for the TC-L4 qualification. While the VCRF still permits full flexibility of online delivery for TC-L4 at present, centres are advised to be aware that when the VCRF is 'switched off' there will again be a mandatory face-to-face delivery requirement for this qualification.

Internal Assessment: Results

IA results should be communicated to CPCAB in the usual way, and once combined with a proficient External Assessment result, certificates will be generated promptly. If centres are physically closed and wish certificates to be sent to a different address, please advise us of this in advance at exams@cpcab.co.uk.

Quality Assurance

Centres must ensure that all the usual centre based Internal Quality Assurance processes take place, and that work must be retained for viewing by the CPCAB External Verifier and made available through remote means.

Internal Assessment: Work placement hours

While the face-to-face closure of placement agencies in this period is outside of CPCAB's control we have taken steps to remove as many of the potential barriers to placement work as possible. Our primary concern in this arrangement is the safety and protection of clients, and therefore all decisions taken at a centre, agency and candidate level should be led by the best interests of the client, rather than forcing a process upon the work that harms the integrity of the client-counsellor relationship.

Extensions

Where COVID-19 has inhibited the accrual of placement hours CPCAB will permit a further extension beyond the usual period allowed to enable these hours to be gained. This may be particularly necessary where placement agencies have closed all operations, where clients have ceased attending sessions, or where it has been considered unwise for a candidate to carry out work online or via telephone. Centres must complete a [CR11](#) form just before the expiry of the usual 1-year period in order to request a further extension, and make it clear that the placement has been affected by Covid-19 closures. The centre should outline on the CR11 how they intend to support the candidate through the extension period and on to completion.

Covid-Safe Counselling Work

Where Government guidelines permit and agencies are able to facilitate it, candidates can complete face-to-face placement work as long as the safety of their clients is paramount and all social distancing requirements are strictly adhered to.

Online/Telephone Counselling

While the VCRF remains in place CPCAB continue to permit hours to be accrued through online/telephone counselling methods where face-to-face work is unable to take place due to the COVID-19 situation. Centres and agencies should ensure that candidates are proficient in this style of work before commencing.

CPCAB's TC-L4 qualification is designed initially with the training of face-to-face counsellors in mind, though additional online transferable skills have been incorporated into the Learning Outcomes beginning in 2021. However, if it becomes likely that a candidate may complete all 100 hours of placement work online/via telephone, a centre must ensure that they have also been robustly assessed in their ability to work face-to-face in the future through other means. Centres should seek guidance from their professional associations, and from CPCAB, if they are uncertain how to implement suitable additional assessment measures of this kind. CPCAB are keen to work with centres within the context of their own delivery model and theoretical model to ensure that any additional assessments are robust and contextualised.

Potential additional forms of assessment to confirm Face-to-Face competency could include (but are not limited to):

- An additional reflective essay where a candidate compares counselling work in both online and face-to-face settings and shows understanding of how their online skills can be transferred to a face-to-face setting. This could include reflection on the challenges of moving

from one format to another, impact upon their theoretical approach, and any additional ethical considerations.

- A candidate conducts a series of peer counselling sessions face-to-face, with a volunteer client. This could include a recording or live observation which is assessed by the tutor.
- An enhanced supervisor report which is developed to enable the candidate to reflect in supervision on their face-to-face competency and explore the differences in the 2 approaches, which is then signed off by their placement supervisor.

CPCAB are monitoring professional association responses to the pandemic and have taken this stance in order to align with the majority approach and ensure candidates are not impeded in their future careers. Centres and candidates should also check with their chosen professional association to ensure that qualifying with only remote placement hours does not impede a candidate's ability to gain membership or accreditation in future. For example BACP have issued a [range of supportive guidance](#) on this subject.

Stipulations

- Any online/telephone work is carried out in full agreement with the trainee, the agency, the centre tutors, the supervisor and with due regard to all ethical considerations of moving to such a mode of practice.
- Any online/telephone work is assessed by all parties to ensure the trainee is fully competent and supported/monitored throughout.
- That additional training is accessed if required to enable a candidate to be fully competent.
- All such arrangements should be clearly documented. CPCAB have provided a template [‘Addendum to Placement Contract for Online Phone Work’](#) for moving to remote work.
- That centres and candidates check their chosen professional association guidance on gaining placement hours remotely.

Consideration should be given to situations where candidates have not yet begun in placement, or are beginning work in a new agency or with a new group of clients. It is possible for candidates to begin placement work through remote/online/telephone means, but this should be carefully assessed, and initial sessions closely supervised to ensure the safety of all concerned.

In addition to the ethical considerations of such practice, centres and agencies are required to address the legalities of data protection, storage of client records, use of novel technology and the security of all platforms which are used for online work.

CPCAB have recently issued guidance on post-pandemic placement permissions which will come into effect at the conclusion of the VCRF. These include a requirement for a minimum of 51% of TC-L4 placement hours to be gained through face-to-face counselling work. While the VCRF still permits full flexibility of online/telephone placement hours for TC-L4 at present, centres and candidates are advised to be aware that when the VCRF is ‘switched off’ there will be a mandatory face-to-face placement requirement for this qualification. During the pandemic centres can consider this ratio to be an aspirational percentage, if possible, within government restrictions.

Special Consideration

CPCAB have discontinued the specific offer of a Special Consideration waiver of 5 placement hours for candidates where the pandemic prevented the timely conclusion of their placement requirement.

This Special Consideration adaptation was put into place to support candidates who had completed the majority of their placement pre-pandemic, but were prevented from concluding the final few

hours by the initial lockdown. Due to the more recent flexibility and ability to prepare for placements with pandemic contingencies in mind, this SC offer is no longer considered an appropriate adaptation and will cease as of 1st September 2021.

Support available

The '[Addendum to Placement Contract for Online Phone Work](#)' has been developed by CPCAB to support centres in addressing ethical, legal, and practical implications of moving to online/telephone counselling work. This document is not exhaustive, and centres/candidates are encouraged to consider their context and this template form can be adapted by centres to enable a clear record of decision making to be retained.

[CPCAB's Guidance on Remote Course Delivery for Centres](#) provides links to a range of professional membership association support resources for remote counselling. Centres are advised to consult with their associated professional associations for guidance on online/telephone counselling for trainees.

CPCAB's External Verifier will view centre documentation to approve, monitor and support the process of candidates online/telephone work. Centres should retain documentation to show that this has been well managed.

External Assessment - Adapted EA - Structured Case Review

CPCAB followed government advice to adapt examinations where face-to-face invigilation is required. Therefore, due to the interactive nature of the standard External Assessment for TC-L4, this assessment was adapted and a Structured Case Review was used throughout 2020-21.

This adapted External Assessment will now stay in place beyond the end of the pandemic. The guidance in this book will soon be transferred into the standard qualification documents for future use.

The Adapted External Assessment (EA)

CPCAB have converted both previous aspects of the TC-L4 EA, the audio recorded session and associated written review paper, into one single form of written assessment. In this, the core assessable elements; demonstration of safe and ethical counselling practice, theoretical knowledge, skills of self-reflection and critical evaluation are woven together into the structure of an assessed 'Case Review'.

It is possible for this assessment to be completed remotely, and over a specified time period in a candidate's own home without the need to attend their training centre directly.

To produce this adaptation, CPCAB augmented the style of external assessment that has been used for the LC-L4, PC-L5, CBT-L5 and TCSU-L6 for many years and incorporated the key elements from the usual TC-L4 assessment into a different format.

Candidates are asked to complete a written evaluative reflection of their counselling work with a single client in their counselling placement. It is advisable to choose a client where there have been a number of sessions; 6 is considered optimal. It is acceptable for candidates to choose a client with whom they have worked in a face-to-face or online/telephone relationship with. Client confidentiality is to be protected at all times, and no identifiable client details should be included in the submission.

Guidance to External Assessment Case Review – TC-L4

It is VITAL that candidates are provided with the '[Guidance to External Assessment Case Review – TC-L4](#)' sheet by their centres. This gives detailed information on how to structure the case review and what key areas will gain them marks when the case review is externally assessed. This sheet also provides the headings for each section of the case review. Case reviews submitted without these headings, or written in a free-flow format will not be assessed.

Example External Assessment Case Review – TC-L4

Centres must also provide candidates with the '**Example External Assessment Case Review – TC-L4**' which is an example of a completed case review which has been assessed. An explanation of how the marks have been allocated is included. This is key to enabling candidates to understand the style and depth of written work required. It is not provided as an 'ideal exemplar' and contains purposeful faults to highlight some of the pitfalls that candidates might encounter if they do not follow the guidance to the full. CPCAB will provide this to centres in advance of the External Assessment window. Please contact exams@cpcab.co.uk if you have not received your copy.

CPCAB Validation Process

CPCAB External Assessments have been standardised and validity tested by a team of Counselling Qualification Professionals and mapped to the national regulated qualification standards of the Regulated Qualifications Framework (RQF). CPCAB also carry out significant post-assessment quality assurance, to ensure that proficiency rates are in-line with prior attainment data and the standards that CPCAB are known for are upheld throughout this process.

Centre Facilitation

In order for candidates to have this option to carry out this external assessment it must be possible for the centre to facilitate this remotely or through Covid-safe practices. Centres should provide candidates with the required information at the outset of the assessment window, and ensure all submissions are returned to them in time for the necessary checks to be carried out before submitting the work to CPCAB.

Guidance documents are issued electronically and it is expected that centres establish a way of transferring (usually by email) this document between themselves and candidates. Papers, with their accompanying Cover sheet, must be word-processed and returned as Microsoft Word documents back to CPCAB by email, although this can also be done via secure online transfer e.g. We-Transfer, Dropbox. Papers in formats other than Word cannot be accepted. **Please do not convert documents to PDFs.**

At the conclusion of the window the tutor registered to the group must complete the 'Tutor Group Facilitation Form' giving details of the EA process at the centre. This must be filled in, e-signed and returned alongside the EA papers. This form includes confirmation by the registered tutor that the correct timeframes and processes have been followed, and failure to complete this may result in papers not being assessed.

Where centres may have queries or concerns about the process, we ask that they make contact with CPCAB's exams department at exams@cpcab.co.uk

External Assessment Completion Window

CPCAB have set a time period of 28 days as the 'completion window' for the TC-L4 case reviews. Centres will be advised of a date to issue the guidance and example review to candidates and initiate

their self-study completion of the case review. CPCAB also set a date for submission of these reviews to our exams department. The submission date is 'week commencing' and centres must ensure that the reviews reach us by the end of that week.

Mock External Assessment

Centres are able to facilitate and administer a mock assessment using the materials available on the CPCAB website, if they wish, at any point throughout the year. There is no alternative 'mock paper' issued by CPCAB for this form of assessment. CPCAB provide registered centres with the 'Example External Assessment Case Review' with a marking scheme included. Centres may use this to support their candidates to prepare in whatever way they see fit. If facilitating a mock, it is vital that a different client is used and no aspect of any tutor assessed mock work be used in the final Case Review submission.

Reasonable Adjustments

Centres should consider any Reasonable Adjustments (RA) which may be appropriate for candidates with additional needs. The adapted assessments do not take place under timed exam conditions so many RA will not be appropriate, e.g. extra time, supervised rest breaks. For an open-book assessment Reasonable Adjustments are more likely to take the form of those provided by the centre for Internal Assessment, e.g. use of assistive software, increased font size. CPCAB are keen to ensure that the assessment is a level playing field and therefore where appropriate centres are advised to make RA applications as soon as possible in the usual way using [CR3 from the CPCAB website](#).

Authenticity

In addition to the guidance sheet and example case review, centres will also receive a case review 'Cover Sheet'.

Candidates are expected to e-sign this front sheet to confirm that the case review is all their own work. They are free to complete the case review themselves, at home, over a period of several weeks, but must sign on trust at the end of the process that they have received no external help in completing the case review, either from tutors, other candidates or external points of authority.

It is vital that when tutors receive the completed case reviews from candidates that they review each submission to ensure that it does not duplicate that of other candidates in the group, or the candidates own mock paper, and is written (based on their professional experience of the candidate) in their recognised style of composition and level of work. They should also look for any other signs of potential plagiarism, including evidence of work copied from texts, the internet or materials provided by the centre. **If plagiarism is identified in candidate work, then the paper will be declared void.**

It is vital that the registered tutor understands their role in ensuring the authenticity of any candidate submissions sent to CPCAB. They should also check that all pages are present, and no glaring omissions have been made and that the candidate has noted the overall word count on the Cover Sheet.

Tutors are then required to e-sign the Cover Sheet to confirm that to the best of their knowledge it is all the candidate's own work. Unsigned case reviews cannot be assessed.

It is vital that tutors DO NOT ASSESS the case reviews prior to them being submitted, or offer suggested amendments or comments whilst the work is in progress. The case review is an externally assessed piece of work marked only by CPCAB trained assessors.

Completed case reviews with their signed cover sheet should be transferred to exams@cpcab.co.uk through secure email, this can also be done via secure online transfer e.g. Dropbox, We-Transfer.

Centres must make sure that all sections of the Cover Sheet are completed prior to returning them to CPCAB. This includes candidate names and numbers, candidate, and tutor e-signatures to confirm authenticity and the word count of the overall submission in the top right corner of the sheet. Failure to complete all required details will delay assessment of the paper, and may prevent assessment from taking place. It is the centre's responsibility to ensure that all candidate details are correctly completed on the paperwork submitted to CPCAB.

It is the centre's responsibility to ensure that the correct guidance information sheets, and Cover Sheet are issued to candidates and that the correct papers are returned to CPCAB. CPCAB cannot assess papers that have been incorrectly issued, or incorrectly returned, or where the integrity of the assessment process has been compromised. CPCAB cannot assess late papers submitted beyond the final date of the assessment window.

Assessment and Moderation

CPCAB's team of trained and standardised assessors mark the submitted case reviews. These are second-marked (moderated) by a team of trained and standardised moderators. These assessments and moderations are checked against the prior attainment data for the qualification to ensure parity of competence with previous years. Thus, ensuring public confidence in the qualification, and overall satisfaction that the results meet the qualification standards.

Results

Candidate External Assessment results will be issued in the normal way via the CPCAB portal, and centre tutors will receive a Consultancy Feedback sheet detailing their group results, and any Not Proficient outcomes in more detail. Following the issue of results centres can book a more detailed feedback phone call with one of our Counselling Qualifications Professionals to discuss any Not Proficient candidates and whether an appeal or re-sit might be appropriate.

Appeals

Appeals to CPCAB regarding Not Proficient results can be made in the normal way and are subject to the usual TC-L4 appeal fee. Appeals initiate a re-marking of the assessment by a new assessor and (if necessary) a new moderator.

Re-sits

Should a candidate be Not Proficient in this External Assessment candidates can re-sit in the next available assessment window. Centres must follow the usual re-sit process and the standard fees apply. Centres can book re-sits directly via the CPCAB Portal.

When resitting this assessment candidates must write a fresh case review based on a different client.

Important EA Guidance

- It is vital that tutors do not assess any part of the case review. This includes giving informal feedback, or having assessed parts of it previously as a mock example.
- Tutors must not give candidates longer than the specified window to complete the case review.
- Re-sit candidates must ensure that they use a new client and write a fresh review.

- Candidates may re-use (if they have very few clients to choose from) a **client** who they have previously selected for a verbal case presentation as part of the Internal Assessment (IA). It is however essential that a candidate does not plagiarise their own work and the case review for EA is entirely new and has not been previously assessed in any way by the tutor.
- If using footnotes candidates should be mindful of their purpose, and not include additional case review work that they wish to be assessed in footnotes. Footnotes are not included in the word count, and material within them should be kept to a minimum, e.g. a citation, reference to a model, or link to an outside source.
- Candidates may reference text from other sources in their case review, however this is not a requirement. Text copied from other sources, without clear referencing is considered plagiarism.
- Submissions deemed to contain plagiarised work will be void.
- Submissions which do not include the standard headings from the EA Case Review guidance will not be assessed.
- Candidates must complete all required personal details on their Cover Sheet, including their exact word count.
- Submissions that are late, in an incorrect format, or missing required information cannot be assessed.

LC-L4, CYP-L5, PC-L5, CBT-L5, TCSU-L6: Adaptation Process for Level 4 Diploma in Life Coaching, Level 5 Diploma in Counselling Children and Young People, Level 5 Diploma in Psychotherapeutic Counselling, Level 5 Diploma in Cognitive Behavioural Therapeutic Skills and Theory and Level 6 Certificate in Therapeutic Counselling Supervision

Adaptations

- *course delivery method: adapted to online or blended or Covid-safe classroom*
- *internal assessment: adapted to remote or blended or Covid-safe classroom*
- *placement work: adapted to online/telephone or Covid-safe practices*
- *external assessment: no adaptation – standard EA still in use*

The process for ensuring that LC-L4, CYP-L5, PC-L5, CBT-L5, TCSU-L6 candidates complete in the expected timeframe is fairly straightforward where centres continue to deliver online and where facilitation of the standard External Assessment can still be supported. A range of adaptations are also provided to support the completion of client, coaching and supervision placement hours.

These qualifications enable candidates to work directly with live clients, coachees and supervisees and are considered ‘occupational competency’ qualifications. CPCAB therefore have put into place a range of adaptations to remove all possible barriers to completion, whilst still holding the integrity of the qualification intact and maintaining public confidence in those holding this qualification when entering the field of employment.

Internal Assessment

Centres are permitted to adapt to remote/online assessment of candidate course work. This includes e-marking of assessment criteria, virtual assessment of practical aspects of the qualification, final sign-off of portfolios wherever possible.

The requisite aspects of these qualifications are possible to be completed through remote/online technology.

The adaptation process for the Internal Assessment of portfolio work for this qualification is considered fulfilled if a centre is able to convert delivery to online, blended or Covid-safe classroom delivery and where Internal Assessment can be completed by the centre through Covid-safe practices. See the earlier chapter for further guidance on online/blended delivery.

CPCAB have recently issued guidance on post-pandemic online delivery permissions which will come into effect at the conclusion of the VCRF. These include a percentage of face-to-face delivery requirement for both the LC-L4 and CYP-L5 qualification. While the VCRF still permits full flexibility of online delivery for LC-L4 and CYP-L5 at present, centres are advised to be aware that when the VCRF is ‘switched off’ there will be a mandatory face-to-face delivery requirement for this qualification.

Internal Assessment: Results

IA results should be communicated to CPCAB in the usual way, and once combined with a proficient External Assessment result, certificates will be generated promptly. If centres are physically closed and wish certificates to be sent to a different address, please advise us of this in advance at exams@cpcab.co.uk.

Quality Assurance

Centres must ensure that all the usual centre based Internal Quality Assurance processes take place, and that work must be retained for viewing by the CPCAB External Verifier and made available through remote means.

Internal Assessment: Work placement hours

While the face-to-face closure of placement agencies and private practice locations in this period is outside of CPCAB's control we have taken steps to remove as many of the potential barriers to placement work as possible. Our primary concern in this arrangement is the safety and protection of clients, coachees and supervisees and therefore all decisions taken at a centre, agency and candidate level should be led by the best interests of the client, rather than forcing a process upon the work that harms the integrity of the relationship.

Extensions

Where COVID-19 has inhibited the accrual of placement hours CPCAB will permit a further extension beyond the usual period allowed to enable these hours to be gained. This may be particularly necessary where placement agencies or private practice have closed all operations, where clients have ceased attending sessions, or where it has been considered unwise for a candidate to carry out work online or via telephone. Centres must complete a [CR11](#) form just before the expiry of the usual 1-year period in order to request a further extension, and make it clear that the placement has been affected by Covid-19 closures. The centre should outline on the CR11 how they intend to support the candidate through the extension period and on to completion.

Covid-Safe Counselling, Coaching and Supervision Work

Where Government guidelines permit and agencies (where applicable) are able to facilitate it, candidates can complete face-to-face placement work as long as the safety of their clients is paramount and all social distancing requirements are strictly adhered to.

Online/Telephone Counselling

While the VCRF remains in place CPCAB continue to permit hours to be accrued through online/telephone counselling methods where face-to-face work is unable to take place due to the COVID-19 situation. Centres and agencies should ensure that candidates are proficient in this style of work before commencing.

Centres, agencies and candidates should give due consideration to the placement hours accrued for the CYP-L5 qualification, and ensure that any online/telephone work is duly assessed in line with the ethical requirements of working with children and young people.

CPCAB's qualifications are designed primarily to train face-to-face counsellors, coaches and supervisors and therefore if it becomes likely that a candidate may complete 100% of their placement work online/via telephone, a centre should ensure that they have been robustly assessed in their ability to work face-to-face in the future through other means. Centres should seek guidance from

their professional associations, and from CPCAB, if they are uncertain how to implement suitable additional assessment measures of this kind. CPCAB are keen to work with centres within the context of their own delivery model and theoretical model to ensure that any additional assessments are robust and contextualised.

Centres and candidates should also check with their chosen professional association to ensure that qualifying with only remote placement hours does not impede a candidate's ability to gain membership or accreditation in future.

Stipulations

- Any online/telephone work is carried out in full agreement with the trainee, the agency (where applicable), the centre tutors, the supervisor and with due regard to all ethical considerations of moving to such a mode of practice.
- Any online/telephone work is assessed by all parties to ensure the trainee is fully competent and supported/monitored throughout.
- That additional training is accessed if required to enable a candidate to be fully competent.
- All such arrangements should be clearly documented. CPCAB have provided a template [‘Addendum to Placement Contract for Online Phone Work’](#) for moving to remote work.
- That centres and candidates check their chosen professional association guidance on gaining placement hours remotely.
- Due consideration is given to the ethics and safety of working in an online/telephone format with children and young people.

Consideration should be given to situations where candidates have not yet begun in placement, or are beginning work in a new agency or with a new group of clients. It is possible for candidates to begin placement work through remote/online/telephone means, but this should be carefully assessed, and initial sessions closely supervised to ensure the safety of all concerned.

In addition to the ethical considerations of such practice, centres and agencies (where applicable) are required to address the legalities of data protection, storage of client records, use of novel technology and the security of all platforms which are used for online work.

CPCAB have recently issued guidance on post-pandemic placement permissions which will come into effect at the conclusion of the VCRF. These include a requirement for a minimum of 51% of LC-L4 and CYP-L5 placement hours to be gained through face-to-face counselling/coaching work. While the VCRF still permits full flexibility of online/telephone placement hours for these qualifications at present, centres and candidates are advised to be aware that when the VCRF is ‘switched off’ there will be a mandatory face-to-face placement requirement for these qualifications. During the pandemic centres can consider this ratio to be an aspirational percentage, if possible, within government restrictions.

External Assessment - Standard EA - Structured Case Review

CPCAB followed government advice to adapt examinations where face-to-face invigilation is required. However, the structured case reviews associated with LC-L4, CYP-L5, PC-L5, CBT-L5, TCSU-L6 are able to be facilitated remotely. Therefore, these windows for assessment will continue to stay open and centres should facilitate the process of External Assessment as they would have from the classroom context.

Centre facilitation

In order for candidates to have this option to carry out this external assessment it must be possible for the centre to facilitate this remotely or through Covid-safe practices. This involves the sending of the EA information to candidates, and the ability to receive completed assessments from candidates, and submit them to CPCAB by the original deadline date.

It is expected that this transfer between centre and candidates is done via secure email, although this can also be done via secure online transfer e.g. We-Transfer, Dropbox.

At the conclusion of the window the tutor registered to the group must complete the 'Tutor Group Facilitation Form' giving details of the EA process at the centre. This must be filled in, e-signed and returned alongside the EA papers. This form includes confirmation by the registered tutor that the correct timeframes and processes have been followed, and failure to complete this may result in papers not being assessed.

Where centres have queries or concerns about the process, we ask that they make contact with CPCAB's exams department at exams@cpcab.co.uk

Reasonable Adjustments

Centres should consider any Reasonable Adjustments (RA) which may be appropriate for candidates with additional needs. The assessments do not take place under timed exam conditions so many RA will not be appropriate, e.g. extra time, supervised rest breaks. For an open-book assessment Reasonable Adjustments are more likely to take the form of those provided by the centre for Internal Assessment, e.g. use of assistive software, increased font size. CPCAB are keen to ensure that the assessment is a level playing field and therefore where appropriate centres are advised to make RA applications as soon as possible in the usual way using [CR3 from the CPCAB website](#).

Authenticity

In addition to the guidance sheet and example case review, centres also receive a case review 'Cover Sheet'.

Candidates are expected to e-sign this cover sheet to confirm that the case review is all their own work. They are free to complete the case review themselves, at home, over a period of several weeks, but must sign on trust at the end of the process that they have received no external help in completing the case review, either from tutors, other candidates, or external points of authority.

It is vital that when tutors receive the completed case reviews from candidates that they review each submission to ensure that it does not duplicate that of other candidates in the group, or the candidate's own mock paper, and is written (based on their professional experience of the candidate) in their recognised style of composition and level of work. They should also look for any other signs of potential plagiarism, including evidence of work copied from texts, the internet or materials provided by the centre. **If plagiarism is identified in candidate work, then the paper will be declared void.**

It is vital that the registered tutor understands their role in ensuring the authenticity of any candidate submissions sent to CPCAB. They should also check that all pages are present, and no glaring omissions have been made and that the candidate has noted the overall word count on the Cover Sheet.

Tutors are then required to e-sign the cover sheet to confirm that to the best of their knowledge it is all the candidate's own work.

It is vital that tutors DO NOT ASSESS the case reviews prior to them being submitted, or offer suggested amendments or comments whilst the work is in progress. The case review is an externally assessed piece of work marked only by CPCAB trained assessors.

Completed case reviews with their signed cover sheet should be transferred to exams@cpcab.co.uk through secure email, this can also be done via secure online transfer e.g. We-Transfer, Dropbox.

Important EA Guidance

- It is vital that tutors do not assess any part of the case review. This includes giving informal feedback, or having assessed parts of it previously as a mock example.
- Re-sit candidates must ensure that they use a new client and write a fresh review.
- Candidates may re-use (if they have very few clients to choose from) a **client** who they have previously selected for a verbal case presentation as part of the Internal Assessment (IA). It is however essential that a candidate does not plagiarise their own work and the case review for EA is entirely new and has not been previously assessed in any way by the tutor.
- If using footnotes candidates should be mindful of their purpose, and not include additional case review work that they wish to be assessed in footnotes. Footnotes are not included in the word count, and material within them should be kept to a minimum, e.g. a citation, reference to a model, or link to an outside source.
- Candidates may reference text from other sources in their case review, however this is not a requirement. Text copied from other sources, without clear referencing is considered plagiarism.
- Submissions deemed to contain plagiarised work will be void.
- Submissions which do not include the standard headings from the EA Case Review guidance will not be assessed.
- Candidates must complete all required personal details on their Cover Sheet, including their exact word count.
- Submissions that are late, in an incorrect format, or missing required information cannot be assessed.

Assessment and moderation

CPCAB's team of trained and standardised assessors and moderators will then assess and moderate the submitted case reviews in the usual way.

Results

Candidate External Assessment results will be issued in the normal way via the CPCAB portal, and centre tutors will receive a Consultancy Feedback sheet detailing their group results, and any Not Proficient outcomes in more detail. Following the issue of results centres can book a more detailed feedback phone call with one of our Counselling Qualifications Professionals to discuss any Not Proficient candidates and whether an appeal or re-sit might be appropriate.

Appeals

Appeals to CPCAB regarding Not Proficient results can be made in the normal way and are subject to the usual appeal fee. Appeals initiate a re-marking of the assessment by a new assessor and (if necessary) a new moderator.

Re-sits

Should a candidate be Not Proficient in this form of External Assessment, CPCAB's usual arrangements and fees for re-sits are in place. Centres can book re-sits directly via the CPCAB Portal.

Progression

The adaptation processes above are designed to enable candidates to achieve their qualification in as close to the original timeframe as possible. However, this may not be possible for all candidates, some of whom may be delayed in gaining their final outcome for a variety of reasons, e.g. placement agencies being shut. Where candidates would normally be due to progress to a higher level of CPCAB qualification but may not yet have achieved proficiency, CPCAB advise centres to refer to our usual guidance on progression, and apply internal RPL (Recognition of Prior Learning) processes to ascertain if a candidate is competent to progress.

Our usual advice is that a candidate may progress to the next level where their standard of work is reviewed by the centre to ensure it meets their internal RPL expectations, and where they are **expected** to achieve proficiency at the current level but may not yet have done so.

For example, a candidate of CSK-L2 has been assessed as internally proficient in their portfolio of work, but may have been Not Proficient in their external assessment and is awaiting a re-sit opportunity. They may progress to CST-L3 but would be expected to achieve proficiency in the CSK-L2 EA before sitting their CST-L3 EA.

Where candidates are aiming to progress from CST-L3 to TC-L4, they would be expected to achieve proficiency in their CST-L3 EA before progressing to year 2 of the TC-L4.

This same system should apply in the COVID-19 circumstances. Where a candidate's outcome is delayed because they are waiting for their result, then the centre should apply an RPL process and stipulate by what date the candidate's previous result is required. This is usually before the final assessment of the following qualification, or progression to the second year of a 2-year qualification.

When taking candidates on to the next level of qualification a previous result of proficiency should be considered as fully achieved whether it has been generated from an actual or calculated result issued under the ERF. Candidates achieving calculated results of proficiency, or proficiency from a form of adapted assessment should not be viewed with any form of prejudice, nor disadvantaged against those who have been able to receive a result through the normal means.

However, centres taking on candidates where their previous course was incomplete and calculated results were issued, should be mindful of this. We would be grateful if centres could make every attempt to support candidates to close those gaps to enable them to participate on a level playing field with those who received full course delivery.

Progression related to TC-L4 year 1 to year 2

Readiness to work - In Year 1 of the TC-L4 there are usually centre-based benchmarks which are set in order to permit a candidate to progress from year 1 to year 2, or into a work placement, typically termed 'readiness to work' benchmarks. Where centres require candidates to undertake a form of 'readiness to work' benchmark or other benchmark internal assessment in order to progress to year 2, CPCAB urge centres to consider any possible adaptations to this so that candidates are not unnecessarily disadvantaged from continuing. However, any adaptations to these benchmarks should be based on an ethical consideration of the impact upon client work and a candidate's ability to continue with the training.

CPCAB can offer guidance around additional allowances to usual benchmarks, but must encourage centres to make decisions based upon every individual candidate's readiness to progress.

Progression related to placement opportunities

See the guidance under specific qualifications. CPCAB urge centres to consider ways to support candidates to overcome barriers to progression presented by the availability of placements, or the conversion to remote/online counselling during the COVID-19 situation. This might include assessing the ethics of whether candidates are able to begin placement work via an online/telephone method. Where this has been appropriately assessed and supported by the centre and all concerned parties are in agreement CPCAB simply require that the decision is well documented, and centres may use our ['Addendum to Placement Contract for Online Phone Work'](#) to do so.

CPCAB usually require that a candidate has a secured placement prior to progressing to year 2, in the COVID-19 situation we understand that the closure of agencies may have inhibited or delayed this from taking place. This is still our preferred position.

Centres considering allowing candidates to progress to year 2 without a secured placement should carefully consider the following:

- Does the centre believe the candidate was on-track for engaging with a placement at the point of lockdown, i.e. that the lack of placement is a direct result of Covid only, not that the candidate is not ready or motivated to progress.
- Has the candidate made every attempt to engage with a placement, or gain a new placement which provides work during the Covid-19 situation whether this placement is face-to-face or online /telephone work?
- Has the centre supported the candidate fully to engage with a Covid-safe placement? e.g. signposted to relevant online training, reviewed their requirements in light of the impact of Covid-19, sought guidance from appropriate professional associations.
- Is the candidate likely to secure a placement before it has an unacceptably detrimental impact upon their qualification? e.g. assessments cannot be completed due to the candidate's lack of placement work.
- Centres must assess the point at which any lack of placement makes the course unviable, and advise the candidate to withdraw from their current course, and re-join another year 2 course at a later date. It is strongly advised that this is not left too late, and that candidates are kept well informed throughout this process.
- Centres should make clear the consequences of not securing a placement by a specific point in time, and make clear what steps would be taken if that became the case, including arrangements for centre fees. CPCAB registration fees are non-refundable past the point of registration.
- Candidates cannot take the TC-L4 External Assessment, or meet a substantial amount of the Assessment Criteria without placement experience and therefore a placement being underway is an essential part of the second year of this qualification.

External Quality Assurance – External Verification Visits

During the Covid-19 pandemic it has become necessary to conduct our usual External Verification service remotely. This will continue in 2021-22 and remote EV visits will be the default service. However, where centres have returned to face-to-face delivery, they can request an in-person EV visit if this is preferable. They should be prepared to identify in writing how they will manage a Covid-safe EV visit to protect the health and wellbeing of centre staff, candidates and CPCAB staff.

Permission to engage in a face-to-face visit is at CPCAB's discretion, and centres should contact jackie@cpcab.co.uk if they wish to request a face-to-face visit. Permission, where granted is constantly under review and can be withdrawn should the situation change at short notice. Centres should still prepare their assessment evidence and quality assurance records in a format that would be suitable for a remote visit should a face-to-face visit not be possible.

See our [Remote EV Visit Guidance for Centres](#) for more information.

In future (post-pandemic) CPCAB plan to map the mode of EV visit to the mode of ongoing delivery at the centre, whether this be face-to-face, blended or fully online.

Regulatory Guidance and References

Ofqual (2021) Vocational and Technical Qualifications Contingency Regulatory Framework, Covid 19 Conditions and Requirements (updated August 2021)

<https://www.gov.uk/government/publications/vocational-and-technical-qualifications-contingency-regulatory-framework>

Ofqual (2020) Extended Extraordinary regulatory framework: Vocational and Technical Qualifications, COVID-19 (now archived)

<https://www.gov.uk/government/publications/extraordinary-regulatory-framework-vtq-covid-19-conditions-and-requirements>

Ofqual (2020) Arrangements for the assessment and awarding of Vocational and Technical Qualifications and Other General Qualifications in 2020/2021 - Advice for teachers, trainers and tutors; learners, parents and carers; employers and professional bodies on vocational and technical qualifications, and other general qualifications.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925864/Wider_stakeholder_2020_and_2021_Advice_Note.pdf

Ofqual (2020) Ofqual's rules for the qualifications and assessments they regulate

<https://www.gov.uk/guidance/awarding-organisations-understanding-our-regulatory-requirements>

CPCAB (2020) Addendum to Placement Contract for Online Phone Work

https://www.cpcab.co.uk/public_docs/addendum-to-placement-contract-for-online-phone-work

CPCAB (2020) Coronavirus: Frequently Asked Questions

https://www.cpcab.co.uk/public_docs/2020-cpcab-coronavirus-faqs

CPCAB (2020) Coronavirus: Latest Statement

https://www.cpcab.co.uk/public_docs/2020-cpcab-coronavirus-update

CPCAB (2020) CPCAB Guidance on Remote Course Delivery for Centres

https://www.cpcab.co.uk/public_docs/2020-cpcab-coronavirus-guidance-for-centre-closure

CPCAB (2020) Remote External Verification Guidance for Centres

https://www.cpcab.co.uk/public_docs/cpcab-remote-ev-visit-guidance-for-centres

CPCAB (2021) TC-L4 Candidate Placement Letter

https://www.cpcab.co.uk/public_docs/tc-l4-candidate-placement-letter

Glossary of Terms

(These terms are shared across VTQs and not all aspects may be applicable to every CPCAB qualification).

Adaptation

Adaptation refers to where an assessment (internal or external) or delivery method has been changed but this change does not affect the validity or reliability of the qualification. This includes:

- changing the way in which assessments are delivered, for example using an online rather than paper-based test, or carrying out an assessment remotely rather than face to face
- adapting assessment methods, for example using a written case review instead of a group written exam, or professional discussion in place of a practical demonstration
- changing invigilation requirements, for example allowing the use of on-line invigilation
- waiving or adjusting work experience or placement requirements, for example allowing candidates to have undertaken a shorter period of work experience

Authenticity Statement

The process by which CPCAB are assured that a candidate's completed External Assessment is free from any forms of plagiarism, and the candidate has not gained an advantage over other candidates by drawing upon the knowledge of someone other than themselves, e.g. a peer or tutor. This is e-signed by both the candidate and tutor.

Calculation

The process by which a candidate result was generated for some qualifications during 2020 in the event where the usual assessment has not taken place. This result was based on what the outcome would most likely have been had a candidate sat assessment in summer 2020. Calculated results are no longer offered for CPCAB qualifications.

E-signature

Where CPCAB require forms to contain an e-signature this can take several formats:

An individual can use a touch screen, or mouse to sign a blank document and then save this as a small image on their computers to be used when required. This can be cut and pasted onto the e-signature line of CPCAB forms, and dragged to an appropriate size.

An individual can hand-sign a sheet of paper and then scan or take a photo of this signature and save it as a small image on their computers to be used when required. This can be cut and pasted onto the e-signature line of CPCAB forms, and dragged to an appropriate size.

An individual can type in their name to the box on the form. This is acceptable as long as it is not completed by anyone other than the person named. If centres accept this type of e-signature from a candidate, they should check they have received the document from a known email address, or have another way of confirming the typed signature has been made by the candidate. Where CPCAB accepts tutor e-signatures of this kind we will expect to see the document arrive via a known email address or correspondence source.

Extraordinary Regulatory Framework (ERF)

Ofqual's regulatory document that outlines the temporary exceptional arrangements Awarding Organisations were obliged to comply with during the initial COVID-19 emergency which covered all qualifications in scope during the timeframe set out by Ofqual; 20th March to 31st July 2020.

Extended Extraordinary Regulatory Framework (EERF)

Ofqual's regulatory document which followed the ERF and outlines the ongoing exceptional arrangements AOs should put into place from August 2020-March 2021.

Guided Learning Hours (GLH)

The GLH of a qualification represents the number of hours contact time required between tutor and candidate. These are the "taught" hours. In this situation, GLH may be classroom or online.

Head of Centre

The head of a school; or the principal of a college; or the chief officer of an institution or organisation, which is approved by CPCAB to deliver qualifications.

Occupational Competence

Qualifications that signal occupational competence or require a Licence to Practice. Providing a result that signals occupational competency which has not been evidenced to the usual expected standard could create risks and could mean that a candidate does not possess the skills required by the role to which the qualification relates, or does not meet the standards set by professional bodies or in regulations. Some CPCAB qualifications demonstrate occupational competence e.g. TCL4. Adaptations have been made to assessments on these courses so candidates can gain a result whilst ensuring occupational safety and standards.

Total Qualification Time (TQT)

TQT represents how long it (on average) will take a candidate to complete the qualification and includes the GLH. Whilst a qualification may have a TQT of 240 hours this does not mean that the

candidate will have 240 hours contact time in the classroom; rather the 240 hours will be made up of taught hours (GLH) and self-study time.

Vocational and Technical Qualifications

CPCAB fall under this regulatory category of qualifications. Unlike other qualifications such as GCSEs and A Levels, VTQs by nature are complex and diverse, meaning a separate approach to awarding results during the COVID-19 situation is needed.

Vocational and Technical Qualifications Contingency Regulatory Framework (VCRF)

Ofqual's regulatory document which followed the EERF and outlined the approach that AOs should put into place from April 2021-onwards. The VCRF combines the approaches and principles of the previous ERF and EERF. It is the framework this document is based upon.